



**IMPROVING THE STUDENTS WRITING NARRATIVE TEXT
THROUGH PROBLEM BASED LEARNING AT TEN GRADE SMK 2
SATRYA BUDI PERDAGANGAN**

A SKRIPSI

*Submitted to Faculty of Tarbiyah and Theacher's Training State Islamic
University
North Sumatera Medan As a Partial Fulfillment of The Requirements for
the Degree of Sarjana Pendidikan*

By

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER'S TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN 2019**



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SURAT PENGESAHAN

Skripsi yang berjudul : “Improving the Students Writing Narrative Text Through Problem Based Learning at Ten Grade SMK 2 Satrya Budi Perdagangan” in the Academic Year 2018/2019” oleh Syara Umma Larasita Harahap, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

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ABSTRACT

Syara Umma Larasita Harahap. Registration Number: 34153067. The Application of Problem Based Learning in Writing Narrative Text (A Classroom Action Research at the Ten Grade SMK 2 Satria Budi perdagangan in the Academic Year of 2019/2020). A Thesis, English Education Program, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatra, 2019

This research was using classroom action research which the cycle did in three times consist of precycle, cycleone, and cycletwo. The subject of there search was X-RPL students of Smk 2 Satria Budi Perdagangan in the academic year of 2019/2010. 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 matter sort variable that are taken in the form of then or photo in teaching learning process. This research showed that apply problem based learning to improve writing in narrative text could help the students. Problem based learning could be a solution for the student to make narrative 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 score was 43,4 in precycle, it was becoming 56,2 in the first cycle, and it was becoming 83,9 in the second cycle. Finally the result of this research had the improvement of students' writing in narrative text and the improvement in the students' positive response after being taught by problem based learning. Hope fully this research can be a reference for teacher of English to teach narrative text and for next researcher for conducting next research.

Keywords : Problem Based Learning, Writing Narrative Text

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CHAPTER I INTRODUCTION

A. Background of the Research

Despite the fact that English is the only mandatory foreign language subject for Indonesian students from secondary up to university level, the teaching of writing has not yet a priority in English classrooms in this country¹. Therefore, the Indonesian government establishes English as the only major subject of compulsory foreign language subject at all school levels in Indonesia.

In Indonesia, English is taught as foreign language (EFL), it has been included in the Curriculum of Schools in Indonesia². Indonesia is one country that also sees the importance of English in improving the quality of its human resources. Therefore, the Indonesian government establishes English as the only major subject of compulsory foreign language subject at all school levels in Indonesia. Teaching English in Indonesia includes six skills, namely writing skills, speaking skills, reading skills, listening skills, grammar and translation skills. But there are many educated people who still don't have good writing skills.

Writing is one of the most important skills in language learning. 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

¹Rahmah Fithriani & Team, (2019), *Integrating Online Blogging into EFL Writing Instruction: Exploring Students' Perceptions*, Medan: Atlantis Press, p.87

² Tien Rafida & Team, (2018), *The Influence Of Using Vak (Visual, Auditory, Kinesthetic) Learning Model On The Students' Achievement In Writing Shortstory Text At Second Grade Smp It Al-Hijrah 2 Deli Serdang*. UINSU Medan : Journal of Language, Literature & Education, p.2

worthwhile enterprise in and of itself. For example, the students will have been in a great occupation in a great company, so they have to be able to write business letter correctly.³

Based on the writers' experience observation on teaching training, researcher found that writing narrative text was a serious problem for students. They had difficulty in developing idea. Using sentence pattern and appropriate words and confuse to find out topic. Students' difficulty in writing good composition can be seen from their poor writing. Most of them fall in addressing the assigned topics, repeating idea, writing text without topic sentence, lack of sufficient evidence, no transition between sentence and could not develop and organize their idea and express it well. Those happen because of less practice or boring method on learning activity. It is true that teaching learning method can influence students' success failure in learning subject.

Therefore, the teacher should be able to present the lesson interesting and create a relevant topic based on the knowledge of the students. So it can motivate the students and increase their curiosity particularly in writing skill. It means that the teacher must emphasize the uses of Problem Based Learning to keep students' interest in writing skill. By using this method, it is expected that the students are able to learn easier and for teachers' it can ease to monitor and observe the process of writing. Problem based learning is a group of teaching learning process that is focused to the process of problem solving which is based scientifically. It can help students in solving the problem that they often faced in writing. They will solve the problem together in their group and discuss each other so that their ideas and information can develop. Through problem based learning, it is expected that students are able to write especially narrative text.

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

Then, looking the point of writing skill at SMK Satrya Budi Perdagangan, a large number of the students in the classroom at SMK Satrya Budi Perdagangan take higher attention to reach success in the learning. In a large number of the students occurs uncondusive condition. The codition occurs in the learning process 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.

In this research problem based learning is applicated in narrative text. Narrative 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 attractive in teaching learning process in order to make them easier to understand and compose text in narrative text.

Based on the explanation above, the researcher want to conduct a research entitled *“Improving The Students Writing Narrative Text Through Problem Based Learning At Ten Grade Smk 2 Satrya Budi Perdagangan ”*

B. Identification of the Problem

Based on the background of study, there are many factors that can cause the low level of the students' writing ability, they are motivation, students' interest, students' learning style, teachers' quality, learning strategy used by the teacher, and learning media used by the

teacher. From the explanation above, many problems can be identified that can influence the students' writing ability. Therefore, it needs to do the limitation of problem in order to do the research well.

C. The Limitation of the Problem

The problem must be limited thus it is more focused. Based on the identification of problems above, the researcher limits this study is focused on using problem based learning technique in writing narrative text in SMK Swasta Satrya Budi Perdagangan

D. The Research Problem

Based on the identification of problem, the research question of this study is formulated as follows: “ how to application of problem based learning in writing narrative text in SMK Swasta Satrya Budi Perdagangan?”

E. The Objective of the Study

In relation to the problem, the objective of this study is to know the application of problem based learning model in writing narrative text.

F. The Significance of the Study

1. Practical Significance

a. For Students

The researcher hopes that this study will be enable for students' motivation to write through applying the technique were given and encouraged students to realize that writing is fun to learn.

b. For Teachers

The researcher hopes that this study will be motivation for teacher' to teach writing by applying a new technique which is interesting for students. Can be useful for teachers and students in the teaching process.

c. For School

This study expects to improve schools' quality in education especially in teaching and learning English.

d. For the Principal

The result of this research has a contribution to improve teachers' competence in teaching English.

2. Theoretical Significance

For other researchers, this study can be useful to give more information about this research and can be used for better research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In conducting research, theories are needed to explain some concepts applied in research. The term must be clarified to avoid confusion between the writer and the readers.

1. Defenition of Pobleml Based Learning

There are many active learning model involving students. Prince states that the active learning model is manifested in collaborative learning, cooperative learning, problem based learning, and project based learning.⁴ This research focused on the problem-based learning

Problem Based Learning is designed in the late 1970s. It is kind of approach that challages students to learn through engagement in a real problem. Problem Based Learning is students-centered that refers to give relevant opportunities to the students. It will make a fundamental shift from a focus on teaching to a focus on learning. The process in Problem Based Learning is aimed at using the power of authentic problem solving to engage students and enhance their learning and motivation.

According to Barrow and Tamblyn in states that Problem Based Learning is the larning that result from the process of working toward the understanding or resolution of the problem which is encountered in the first to the students.⁵

Furthermore,Kaufan in says that Problem Based Learning is a teaching method that can be used in small group. From the explanation above, it can be concluded that Problem Based

⁴Sahat Renol HS1, Soetarno Joyoatmojo1, Mintasih Indriayu1. (2017). The Effect of ProblemBased Learning (PBL) Model and Jigsaw Type ofCooperative Learning Model with Prezi Aid on the Students' LearningOutcome? A Review of the Research. *Journal ofAdvances in Social Science, Education and Humanities Research (ASSEHR)*, volume 158

⁵<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC51104/> , 18th May 2019

Learning is Process of learning that is started with the problem in order to motivate and engage students to study collaboratively.⁶

To do the implementation of the Problem Based Learning, the teacher needs to choose the topics or the materials of the subject which they have a problem and it can be solve. The problem can be taken from the text book or from the other aspect, such as the incident around the environment, the incident in a family or in the social life.

2. The strategy of Problem Based Learning can be done in the following situation:

- 1) If the teacher wants students not only memorize their lesson, but also to master and understand it well
- 2) If the teacher intends to increase the skill of the students' rational thinking, such as the ability in analyzing a situation, to apply their knowledge in a new situation, to know the difference between the fact and idea, and also increase the ability in making judgment objectively.
- 3) If the teacher wants the students to be able to solve a problem and make a challenge of the students intelligence.
- 4) If the teacher wants to motivate the students to understand the relationship between that they have studied and the reality in their life. (the relationship between theory and reality).

Therefore, to using a problem based learning strategy can be easily understood by increasing students rational thinking such as analysing the situation and also increase the ability in making judgment objectively, making students understand the relationship between theory and reality, with this strategy students can associate the concept of day activities.

⁶<http://www.c-sap.bhan.ac.uk/resources/project-reports/sow-overview.asp?id=4>. Accessed on march, 28th 2019

3. The Characteristic of Problem Based Learning

There are three Characteristics of Problem Based Learning Problem Based Learning is a set of learning activities as follows:

- 1) PBL is a series of learning activities, it means that in the implementation of PBL there are a number of activities that students must do. PBL did not expect the students just listen, take notes, and then memorize the subject matter, but through PBL students expected to think actively, communicate, find and process the data, and finally concluded.
- 2) The learning activities directed to resolve the problem. PBL puts the problem as keywords of the learning process. It means that without the problems then there can be no learning process.
- 3) The problem solving is done by using an approach to think scientifically. Thinking of using the scientific method is a process of deductive and inductive thinking. The thought process is conducted systematically and empirically. Systematic means that scientific thinking is done through certain stages. While empirical means that the process of problem solving is based on data and facts are clear.⁷

In solving the problem, the students should think scientifically. Scientific means a process of thinking deductively and inductively. It should be passed by several steps and based on several facts.

⁷Maysara,(2016) "The Effectiveness Of Problem Based Learning (Pbl) Model On Students' Learning". *International Journal of Education and Research*, Vol. 4

4. The Concept of Learning Cycle Technique

Stage 1 : *engagement* (attracting the students' attention) In this stage, teacher tries to make students interested in study.

Stage 2 : *exploration* (investigation) Teacher looks for ideas to attract students' attention so that they are able to think of how to explore the ideas.

Stage 3 : *explanation* This means action or process in the concepts, the process or skills that have been established clearly, comprehensively and openly. In this stage, teacher directs students to the more specific aspects in the form of experiences that have been done in the stage of engagement and exploration.

Stage 4: *elaboration* (applying concepts/extension) Once students know the explanation of learning tasks, it is hoped that they are able to to develop experiences or elaborate concepts, processes or skills.

Stage 5 : *evaluation* (evaluasi) The purpose of evaluation is to measure the learning experiences that have been achieved by students and as a reflection of how to do the next cycles in the next concepts.⁸

5. The Procedure of Problem Based Learning

Based on Taufik Amir that there are seven steps in Problem Based Learning

- 1) Clarifying and agreeing on terms and concepts that are unclear

Make sure all of the students understood some concept on the problem.

For example: the teacher give the text to the students and then make the students understand about the concept of the problem.

- 2) Formulating the Problem

⁸Teti Sobari,(2014) Roblem Based Learning In Teaching Writing Through Learning Cycle Technique, *STKIP Siliwangi Bandung*,

It means that the step which the students determine the problem will be solved. The teacher can start a discussion of general topic that relates to daily activities after introduces the general topic, the teacher gives the problem to students. For example: the teacher gives a problem after explain about the characteristics, types, tense and generic structure of narrative text. The teacher gives picture story which contain 15 random pictures to each group. They are asked into good order.⁹

3) Analyzing the Problem

It is step which students look at the problem critically. In this step, the students can use their knowledge to analyze or learn the problem specifically. The students should determine the basic problem. They work and discuss in group in group to get clearly about analyzing problem.

For Example: in the second step, the students look and analyze the picture story. They have to find the first picture in the paper and arrange it into good order.

4) Formulating Hypotesis

It is a step which the students formulate same solutions on their knowledge. It is important in Problem Based Learning. The ability of students expected in this step is decision about the causes and effect to solve the problem. For example: the students will formulate the hypotesis about right picture story and the sentence of each picture. They try to combine the sentence into good text.

5) Collecting Data

It is step which the students look for and draw information that they need to solve the problem. The students have to collect and choose the relevant data about the topic. Those processes are not just imagination but based on experience. The data will support in solving the problem.

⁹Amir Taufik. 2009. *Inovasi Pendidikan Melalui Problem Based Learning*. Jakarta: Kencana, p.11

For example: the students have to find the data or information from other sources to get the clear concept of their text. The sources are books, note or teacher expalnation. Then, the students should determine the generic structure, tense and types or text.

6) Evaluating the Hypotesis

It means that a step which the students take or formulate a conclusion based on the sentences or the fail of the hypotesis. The students should evaluate the result or conclusion of their project correctly in order to get the best result.

For example: after the students get the conclusion of their project such as : giving athe good order of picture story and narrative text, the generic structure, types and the tense, they evaluate in to get the best result.

7) Formulating the Recommendation of Problem Solving

Here, the students draw the recommendation which can be done based on the formulation of the evaluating of the hypotesis result.

For example: the students will apply the activities in the previous step. So, after they evaluate and ger the new idea or recommendation, they willl apply to their project result.¹⁰

6. The advantages of Problem Based Learning

- 1) Student center. Problem Based Learning foster active learning, improved understanding and retention and development of life long learning skills.
- 2) Integration, Problem Based Learning facilitates and integrate core curriculum
- 3) Motivation, Problem Based Learning is fun for students and tutors and the process requires all students to be engaged in the learning process

¹⁰Amir Taufik. 2009. *Inovasi Pendidikan Melalui Problem Based Learning*. Jakarta: Kencana

- 4) Generic Competencies, Problem Based Learning allows students to develop generic skills and attitudes in their future practice.
- 5) Deep Learning, Problem Based Learning foster deep learning (students interact with the learning, relate concept to everyday activities, and improve their understanding)
- 6) Constructivist approach. Students activate prior knowledge and builds on existing conceptual knowledge frameworks.

Problem Based Learning has some advantages such as the students are known to develop greater communicative, thinking and problem solving skills with PBL than with regular lecture based education.

7. Definition of Writing

In the holy of Al-Qur'an, writing also important skill that we should be learned and there us verse that the existence of writing that be stated in Al-Qur'an that is Surah Al-Qalam: 1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

The meaning: "Nun. By the pen and what they inscribe" (Q.S. Al-Qalam: 1)¹¹

Based on the verse, Allah explains that he taught man with a pen (Qalam). Whereas with a pen, everybody can write and transfer their knowledge to other people. By creating a writing, pen is a tool to convey the ideas. It shows that the tool of writing and writing itself have important role in our life. We can generate and explore our ideas on our mind became a something new in written form.

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most

¹¹Abdullah Yusuf Ali, *The Holy Quran Juz 29*, (Saudi Arabia: The King Fahd Holy Quran,1987)

difficult skill to be learnt. This opinion is supported by Richards and. Renandya said that "Writing is the most difficult skill for second language learners to master".¹² The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. There are many different definitions about writing given by experts from many resources. According to Axelrod and Cooper said that "writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage".¹³

Murcia said that "writing is the ability to express one's ideas in written form is a second or foreign language".¹⁴ It means that writing is an activity to express our ideas in written form. On the other side, Barnet and Stubb said that "writing as a physical act, it requires material and energy. Like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice".¹⁵

Based on the statement above, it can be said that writing can be distinguished from other skills as the most difficult one. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words to express our ideas in written form.

8. The process of writing

Based on Harmer states that writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft.

¹²Jack C. Richards and Willy A. Renandya,(2002),*Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge University Press, p. 303.

¹³Rise B. Axelrod and Charles R. Chooper,(1985),*The St. Martin's Guide to Writing*, New York: St Martin's Press, Inc, p.3.

¹⁴ Marianne C. Murcia, (1991)*Teaching English as a Second or Foreign Language*, Boston: Heinle Publishers, p. 233

¹⁵Barnet and Stubb, (1983), *Practical Guide to Writing*, Canada: Brown Company, 4th edition, p.3

There are four processes of writing namely: planning, drafting, editing, final version.

16

- 1) *Planning* is the stage when writers must think about three main issues. Those are the purpose, the audience (the reader), and the content structure. The purpose of writing will influence not only the type of text which writers want to produce, the language which writers use, but also the information which writers choose to include. Secondly, the writer must think of the audience. The audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the choice of language (formal or informal language). Thirdly, writers have to consider the content structure of the piece. It means that writers have to consider how best to sequence the fact, ideas, or arguments in their writing.
- 2) *Drafting* is primarily a stage of discovery and exploration. After you have finished in planning, you can continue to the next step (drafting). The first draft on your paragraph, the students have to use the ideas from planning as a guide. As you write, remember to: a) begin with a topic sentence that states the main ideas, include several sentences that support the main idea. b) stick to the topic; do not include information that does not directly support the main idea. c) arrange the sentences so that the other ideas make sense. d) use signal words to help the reader understand how the ideas in your paragraph are connected.
- 3) *Editing* is the process of selecting and preparing written work. It is almost impossible to write a perfect paragraph on the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Writers edit their own or their peers' work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material.

¹⁶Jeremy Harmer, (2001) *How to Teach Writing*, England: Pearson Education Limited, p. 4-5

such as quotations, examples and the like. In this case, the writer can consider some steps for editing, those are follows:¹⁷ a) add new ideas to support the topic. b) cross out sentences that do not support the topic. d) change the order of the sentences. e) using the following checklist to revise your paragraph.

Final Version have produced the final version from their writing result. They can submit their writing result to their teacher. The students might decide to represent these stages in the following way.

According to Blanchard and Root , there are at least three steps involved in a writing process namely: 1) prewriting: thinking about your topic and organizing your ideas. 2) Writing: using your ideas to write a first draft. 3) Revising: improving what you have written.¹⁸

According to Rumisek and Zemach, writing process goes through several steps to produce a good written product. There are some sub-activities to be taken in producing the text. It is more than just putting words together to make sentences. The writer should undergo several steps to make sure that what has been written follows the right development of writing process.¹⁹

Based on the statements above, it can be conclude that writing is a process in expressing an idea or opinion in written form by preparing and determining the subject, then making drafts, and revising or post-writing. There are some steps in writing process that can be done recursively namely: planning, drafting, editing, final version.

¹⁷Karen Blanchard and Christine Root,(2003),*Ready to Write*, p.44.

¹⁸ Karen Blanchard and Christine Root (2003), *Ready to Write a First Composition Text* (3rd edition), New York: Pearson Education. Inc. P.43

¹⁹D.E Zemach and Rurnisek, L.A (2005). *Academic Writing from Paragraph to Essay*. Mac.Millan: Cambridge University Press. P.3

9. 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.²⁰

Assessment designates four related processes: deciding what to measure, selecting or constructing appropriate measurement instruments, administering the instruments, and collecting information.²¹

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, language use, and mechanics. To give score for the students, the teacher can use analytical score as follow:

STUDENT SCORE	DATA LEVEL	TOPIC CRITERIA
CONTENT	30-27	EXELENT TO VERY GOOD: Knowledge, substantive thorough development of thesis, relevant to assigned topic
	26-22	GOOD TO AVERAGE: Some knowledge, limited development of thesis, mostly relevant to topic, but lacks detail
	21-17	FAIR TO POOR: Limited knowledge of subject, little substance, indequate development of topic.
	16-13	VERY POOR: Doesn't show knowledge, non-substantive, not pertinent, or not enough to evaluate

²⁰ H. Douglas brown, *Language Assessment: Principle and Classroom Practices*, (New York: Pearson Education, 2004), p.4

²¹ E-book: James D. William, *Preparing to Teach Writing*, (New Jersey: Lawrence Erlbaum Associates, 2003), p. 297.

ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: Fluent expression. Ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	GOOD TO AVERAGE: Somewhat choppy, loosely organized, but main ideas stand out, limited
	13-13	FAIR TO POOR: Non-fluent, ideas confused, or disconnected, lacks logical sequencing and development
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: Effective complex constructions, few error agreement, tense, number, word order/function, article, pronouns, preposition
	21-18	GOOD TO AVERAGE: Effective but simple constructions, minor problem in complex constructions, several error of argument, tense, number, word, order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	FAIR TO POOR: Major problems in simple/complex construction, frequent error or negation, agreement, tense, number, word order/function, article, pronouns, preposition and or fragments, runouns, deletions, meaning confused or obscured
	10-5	VERY POOR: Virtually mastery of sentence construction rules, dominate by errors, doesn't communicate, or not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD: Demonstrate mastery of conventions, few errors, spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE : occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not

		absured
	3	FAIR TO POOR: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused, or obscured
	2	VERY POOR : No mastery of conventions, fer errors of spelling, punctuation, capitalization, paragraphinh, handwriting illegible, or not enough to evaluate
TOTAL SCORE		

10. 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.²²

2) Cooperative Learning

According to Tom V. Savage in Rusman's book said that Cooperative Learning is an approach that is concern with working together in a group.²³

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

²² Rusman, *Model-model Pembelajaran*, p. 190.

²³ Rusman, *Model-model Pembelajaran*, p. 27.

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.²⁴

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.

11. Narrative text

The means of reading is written text. There are so many kinds of text, and one of them is narrative. Narrative text is defined as literature written primarily to tell a story. Good narrative literature, which establishes or develops a conflict, addresses common aspects of human existence.

Narrative is not simply about entertaining the reader even though it generally does so. Narrative is also a powerful medium for changing social opinions, attitudes, and some soap operas and television drama as narrative to raise topic issues and present their complexities and different perspectives in ways that are not possible in news reports and current affairs programs. Formally, narrative sequences people/characters in time and place.

12. Generic Structure of Narrative Text

According to Pardiyono there are four elements of structure of Narrative, they are:

- 1) Orientation consists of the topic of an activity or event which is told.
- 2) Sequence of events consists of some conflicts, which happen.

²⁴ Rusman, *Model-model Pembelajaran*, p. 254.

- 3) Resolution is the text element consists of the problem solving.
- 4) Coda is a simple conclusion which consists of moral lesson for the reader.²⁵

B. Related Study

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

“PROBLEM BASED LEARNINGIN TEACHING WRITING THROUGH LEARNING CYCLE TECHNIQUE” By Teti Sobari of STKIP Siliwangi Bandung.²⁶

Learning cycle technique can accommodate students in constructing concepts in a fun and interesting way that performed continuously in a planned manner. Formulation of the problem in this study is whether the cycle technique can improve the students' skills in problem-based writing and how is a profile of problembased writing by using learning cycle. The method used is a quasi-experimental method. The instruments used are test, observation, questionnaires, and interviews. To answer the problem formulation above, the writer observes the students and teachers who use problem-based writing by using learning cycle, as well as developing teaching learning models. The population is the students of class XI of SMK Negeri 2 Cimahi and the sample are students of the Mechatronics consisting of 2 classes. Data collection and processing results indicate that the students of class XI of SMK Negeri 2 Cimahi Mechatronics before treatment can not do a problem-based writing. But after being given treatment by using the learning cycle, students are able to write. Thus the conclusion is the learning cycle techniques can improve students' skills in problem-based writing.

THE EFFECTIVENESS OF PROBLEM BASED LEARNING (PBL) MODEL ON STUDENTS’ LEARNING OUTCOMES AT CLASS XI IPA 2 OF SENIOR HIGH SCHOOL 5 SOUTH KONAWE ON THE SUBJECT OF COLLOID SYSTEM” By

²⁵ Pardiyono. 2007. *Pasti Bisa: Teaching Gendre-Based Writing*. Yogyakarta: Andi

²⁶ Sriwijaya University Learning and Education-International Conference 2014. Faculty of Teacher Training and Education, Sriwijaya University, Palembang, May 16—18, 2014.

Maysara of Chemistry Education Study Program, Halu Oleo University, Kampus Bumi Tridharma.²⁷

This study was aimed to know the effectiveness of learning through Problem Based Learning model. Sample of this study were students at class XI IPA 2 in Senior High School 5 South Konawe with the total number of students were 20 students. Method of the study used is Pre-Experiment with One-group Pretest Posttest Design. Technique of data collection was done by administering research instruments in the form of multiple-choice questions, observation sheets, and questionnaires. Result of this study showed that the implementation of Problem Based Learning model on the subject of colloid system is effective with the N-gain score was 0.64 and students' chemistry learning outcomes was increased with the mean score is 76.

“PROBLEM-BASED LEARNING METHOD FOR IMPROVED THE LEARNING ACHIEVEMENT OF STUDENTS” By Nurlaelah of Lecturer, Department of Tarbiyah, Islamic Education Program Study of Islamic Faculty, Muslim University of Indonesia and Martini of Lecturer, Department of Tarbiyah, Islamic Education Program Study of Islamic Faculty, Muslim University of Indonesia.²⁸

The problem in this research is the low activity of learning and learning outcomes from students in the subject of IPS2 as the sample, so that the formulation of the issues examined are 1) Does the application of the method of problem-based learning (PBM) on learning IPS2 can improve students' learning activities in Teacher Education Madrasah

²⁷Maysara, “The Effectiveness Of Problem Based Learning (Pbl) Model On Students’ Learning Outcomes At Class Xi Ipa 2 Of Senior High School 5 South Konawe On The Subject Of Colloid System”

Thesis(Education Study Program, Halu Oleo University, Kampus Bumi Tridharma, 2016)

²⁸Nurlaelah of Lecturer, Department of Tarbiyah, Islamic Education Program Study of Islamic Faculty, Muslim University of Indonesia and Martini of Lecturer, Department of Tarbiyah, Islamic Education Program Study of Islamic Faculty, Muslim University of Indonesia, 2017

Ibtidaiyah Program (PGMI) of Islamic Faculty of Muslim University of Indonesia (UMI), 2) Does the application of Problem-Based Learning (PBL) learning method in IPS2 learning can improve student learning result of Class C1 of Teacher Education Madrasah Ibtidaiyah Program (PGMI) of Islamic Faculty of Muslim University of Indonesia (UMI)? This study aims to improve learning achievement IPS2 courses on aspects of the activity and student learning outcomes. Method: This type of research is classroom action research (CAR) carried out with 2 cycles. Stages of research include; planning, execution/implementation of action, observation, and reflection. The data obtained in this study was the observation of learning activities and learning outcomes of students in the subject of IPS2. Result: The results showed that the recapitulation of the average percentage of learning activities in the first cycle was 63.8%, and the second cycle was 89.34%. It's showed that the students' learning activities have increased. Average student results in the first cycle was 42.22% and the second cycle was 71.04%. This shows that the results of student learning in subjects IPS 2 increased. Conclusion: Based on the recapitulation of learning activities and learning outcomes of students with the application of problem based learning methods can be concluded that the absorption of the achievement of a minimum completeness value (71.04%). Thus concluded that the application of the method of problem-based learning can improve learning outcomes and learning activities of students learning in class C1 IPS2 Prodi PGMI FAI-UMI Makassar.

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 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 application of problem based learning in writing narrative text”, the researcher has hypothesis that problem based learning can improve students ability in writing narrative text at the third grade students of class X SMK 2 Satrya Budi Perdagangan.

CHAPTER III

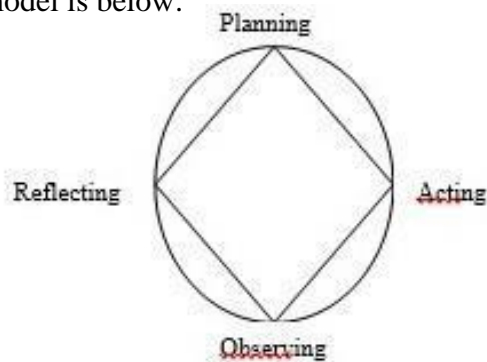
METHODOLOGY OF RESEARCH

A. Research Design

This researcher using classroom action research. It's main purpose is to find solutions the problem and to enable teachers to improve aspect of teaching and learning in writing narrative 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 plann acting in the real situation and to analysis every effect from the previous treatment.²⁹

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. I Action Research Cycle)³⁰

1) Planning

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

²⁹Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana, 2010), p. 26.

³⁰Wina Sanjaya, *Penelitian Tidakan Kelas*, p. 50

2) Acting

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

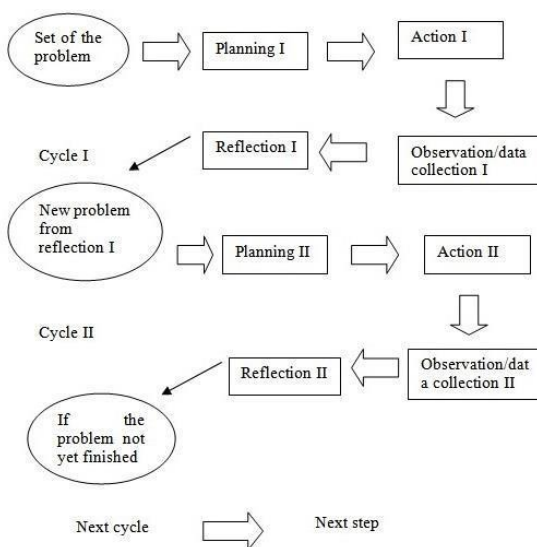
3) Observing

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

4) 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 II Cyclical Process of Action Research)³¹

³¹Suharsimi Arikuntoet. all., *Penelitian Tindakan Kelas*, p. 74.

B. Subject of the Research

The subject of this research are X-RPL of SMK 2 Satry Budi Perdagangan, where the total number is 23students. The whole subjects in this research consist of 19 female students and 4 male students. This research is conduct at first semester in the academic year of 2019/2020.

C. Place and Time of Research

This research will be conducted at SMK Satry Budi Perdagangan. which is located at Jl. Amal No 5 KP:21184 Perdagangan. There are so many programs in that school. The participants in this research are tenth grade of RPL program in the academic year 2019/2020.

D. Procedures of the Research

There are two cycles in this study, each cycle consists of planning (planning to use problem based learning strategy), acting (applied problem based learning strategy in teaching writing narrative text), observing (observing the even during the treatment), reflecting (evaluating the weakness in each cycle).

The researcher use two cycles to conduct the research. It is hope to get data more valid. This research is completed by qualitative and quantitative data. The reason of use qualitative was to describe in teaching learning simple writing narrative text. Data collection was completed by the researcher use observation checklist and evaluation in every cycle. There were two evaluations. The reason of use quantitative because this study would improve students' understanding in writing narrayive text by applying problem based learning, therefore, 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 narrative text. This activity was done in order to compare the success of improving students' understanding in writing narrative text by using problem based learning strategy in cycle I and cycle II.

She only explain narrative 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, the teacher use problem based learning strategy to improve students' understanding in writing narrative text. The material was formula of writing narrative 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

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 narrative 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 narrative text, then the teacher added explanation about language features of narrative text. after that, the students have exercises where they compose narrative 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.

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. Reflectin

In second cycle reflection was made in order to make a conclusion of all the teaching learning process of the class by applying problem based learning strategy

which was hoped that it can improve students' understanding in narrative text so that the students were more active and enjoyed in the structures class.

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 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 narative 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 narrative text, then the teacher added explanation about language features of narrative text. after that, the students have exercises where they compose narrative text. In this section, the teacher posed situation of the problem. The students write narrative text. in group based on the situation

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d Reflecting

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

E. Technique of Data Collection.

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

1) Observation

Observation will be used to monitor the teacher and students activities during the teaching learning process in narrative text by applying 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.

2) Test

The test of student's writing narrative will be used to measure the students' writing ability in narrative text. To evaluate the student's writing, the researcher will use the analytic scoring. It is considered successful if the students' results of each test is increasing. The researcher, then, will calculate the students' writing result from both the researcher herself and the English teacher in order to take the average score of the student's writing.

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 :

$$P = X/X^i = 100\%$$

Explanation :

P : percentage of the score

X : total score

X^i : sore maximum³²

2) Test

³²Rosma Hartiny, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras, 2010), p. 94

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 every cycle. 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:

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

Explanation :

M : mean

$\sum X$: total score

N : Total student³³

³³Lary B. Christensen et. All. *Research Methods, design and analysis*, (Boston: Pearson Higher education inc, 2009), p.400.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A Research Finding

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 application of problem based learning in improving writing skill in narrative text and to identify how much problem based learning improves writing skill in narrative text. In this research, the researcher uses classroom action research. Its purpose is to know the ability of students' writing in narrative 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, and mechanics.

Data Description

Data here was students' name list. After conducting the research, The data were taken from 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 23 students participated in the research. Each student was labeled by a code as below:

No	Name	Students's Code (SC)
1	Anisa Siregar	AS
2	Amelia Suci Insani	ASI
3	Citra Utami	CU
4	Dedek Mardi	DM
5	Della Puspita Dulay	DPD
6	Dini Fitriyani	DF
7	Devani Yolanda	DY
8	Handina Ananda Putri	HAP
9	Indah Anila Siregar	IAS
10	Intan	IN
11	Lutfia Sahra Siregar	LSS
12	Mitra Sari	MS
13	Maya	MY
14	Nabila	NB
15	Nazwa Dea Fariza	NDF
16	Niken Damayanti	ND
17	Ridho Akriza	RA
18	Satriani	ST
19	Siska Ronika Pardede	SRP
20	Sofia Az Zahra Sirait	SAZ
21	Sri Nabila Rama Dani	SNR
22	Yudhistira Anugrah	YA
23	Zeni Murtini Sihotang	ZMS

Table 1. Students name list

1) Data Analysis Per Cycle

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

a. Preliminary Research

A preliminary research was conducted on Monday, September 25th 2019. There were 23 students as the participants. In this activity, students were taught narrative text by conventional method. In this case, the researcher conducted at the beginning of the research. It was done by MrsN Marpaung as the teacher of English. The researcher just observed the classroom activity during the English lesson.

Firstly, she explained definition of narrative text but most of the students did not pay attention to the teacher's explanation. Most of them had been busy with their personal activities. There were some 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 9 students of 23 students, students enthusiasm in teaching learning process were only 9 students, the students showed curiosity by asking questions were 4 students, the students answered the questions

were 2 students, and the students who understood with the material were 9 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 narrative 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 narrative text. The score from preliminary test could be seen in the table below:

No	SC	Total Score
1	AS	25
2	ASI	50
3	CU	50
4	DM	50
5	DPD	50
6	DF	50
7	DY	50
8	HAP	50
9	IAS	50
10	IC	
11	LSS	50
12	MS	50
13	MY	
14	NB	25
15	NDF	50

16	ND	50
17	RA	50
18	ST	50
19	SRP	50
20	SAZ	50
21	SNR	50
22	YA	50
23	ZMS	50
Total		1000

Table 2. Score test in preliminary test

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

$$M = 1000/23 = 43,47$$

It can be seen from the table above that the average score of the students test for precycle is 43,47 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 X-RPL still have difficulties in composing narrative text in writing skill. Here, researcher intended to help

them to improve their understanding on narrative 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 success treatment in the cycle, the researcher considered some indicators of success are as follow:

- 1) The students' average achievement get upper minimum score (the minimum score is 70).
- 2) Students' understanding in narrative 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.

a. Cycle One

1) Planning

Cycle one was done on September 25th and 26th 2019. The students' score in the preliminary test was not satisfied. So that the teacher and researcher apply problem based learning strategy. The treatment was focused on improvement of students' ability in writing narrative 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, and students' test.

2) Acting

The next action done by the teacher was to do the procedure that had been planned. There were 23 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

narrative text, delivering the aim of the learning. The teacher divided the students in to some groups, showed picture of people who give argumentation about a phenomenon in the environment, asked the students to explain the picture that had been watched, showed narrative text in the picture, explained definition and generic structure of narrative 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 narrative text. The teacher gave some title of narrative text story “Romeo and Juliet”. Every group to make narrative text of the title ‘Romeo and Juliet’. 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, every group 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 26th, 2015. Here, every student composed narrative text which the teacher posed problem situation. The participants here were 23 students.

3) 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 9 students to 13 students. The students' enthusiasm from 9 Students to 13 students. Students showed curiosity from 5 Students to 7 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 56%. The teacher's presentation and performance were good. It got improvement from 44 % to 56 %. The teacher also could use the strategy and media effectively. In this cycle the teacher used slide, and dictionary as media to teach writing narrative text and posed problem situation in paper test as stimulation to develop the idea in making narrative 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 some students 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.

4) Reflecting

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

NO	SC	ITEM ANALYSIS					TOTAL SCORE
		C	O	V	LU	M	
1	AS	15	11	12	14	2	54
2	ASI	17	15	10	12	2	56
3	CU	19	12	12	13	3	59
4	DM	21	15	10	9	2	57
5	DPD	20	17	16	17	3	73
6	DF	24	15	15	18	3	60
7	DY	13	10	13	12	2	50
8	HAP	20	17	13	17	3	50
9	IAS	24	15	11	17	3	70
10	IC	25	14	13	11	3	66
11	LSS	17	13	13	16	3	60
12	MS	15	13	15	15	3	58
13	MY	20	12	10	15	3	60
14	NB	17	13	12	16	3	59
15	NDF	13	10	13	12	2	50
16	ND	15	17	13	17	3	65
17	RA	17	15	13	12	3	60

18	ST	13	10	13	12	2	50
19	SRP	22	15	10	11	3	61
20	SAZ	26	19	14	11	3	70
21	SNR	17	13	13	16	3	60
22	YA	17	15	12	12	2	56
23	ZMS	17	15	12	12	2	58
Total		1293					

Table 3. Score test in pro test I

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

$$M = 1293/23 = 56,21$$

It can be seen from the result of the first cycle test that the average score was 56,21.

Most of the students got higher scor

Andthan in preliminary test. However, there were only four 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. 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, 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.

b. Cycle two

Cycle two was conducted on September 30th2015. Before doing this cycle, the teacher and the researcher set the wheels in motion as follow:

1) 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.

2) Acting

As the reflection from the first cycle, the teacher role in this cycle was handed out by Mrs. S Tarihoran as the teacher of English in the class as usual. There were 23 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 picture narrative text on white board, asked the students to mention the definition, generic sturcture of narrative text based on the previous meeting. the teacher gave correction to the students explanation. The teacher gave quiz about narrative text. The teacher more explained about narrative text with explaining the language features of narative text. Then, the students got problem idea about picture.. 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 30th 2019. Then jump to the test on oktober 2sd 2019. In this section the teacher posed situation of the topic, gave instruction to the students to make narrative text. the teacher monitored the students activities. There were 23 students as participants.

3) 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 18 students. The students curiosity were around 20 students. Most of them asked question to the teacher about the difficulties in the grammatical item, and vocabulary.

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.

4) Reflecting

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

NO	SC	ITEM ANALYSIS					TOTAL SCORE
		C	O	V	LU	M	
1	AS	17	15	10	17	2	61
2	ASI	26	18	17	18	4	83
3	CU	22	18	17	18	4	79
4	DM	22	17	15	15	3	72
5	DPD	21	18	17	17	3	80
6	DF	21	15	17	15	3	71
7	DY	25	15	17	15	3	71
8	HAP	22	15	17	15	3	72
9	IAS	26	18	17	18	4	83
10	IC	27	16	18	18	5	84
11	LSS	22	15	17	17	3	74

12	MS	20	14	10	12	2	58
13	MY	17	15	10	17	2	61
14	NB	26	18	17	18	4	83
15	NDF	22	18	17	18	4	79
16	ND	22	17	15	15	3	72
17	RA	18	17	18	18	4	83
18	ST	18	13	17	18	3	77
19	SRP	18	17	17	18	4	82
20	SAZ	18	17	18	18	4	83
21	SNR	18	13	17	18	3	77
22	YA	25	17	16	17	4	79
23	ZMS	27	16	18	18	5	84
Total		1664					

Table 4. Score test in protest II

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

$$M = 1931/23 = 83,95$$

The result of students average result was better than before, it was 83,95. 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 80 and the maximal score was 86. 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 they had limited idea to develop their text than they had fair or poor in the organization and vocabulary. 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.

2) Final Data Analysis

a. The Result of Observation Checklist

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

No	Criteria	Grade		
		Pre Cycle	Cycle I	Cycle II
1	The students show attention toward the teacher's explanation	✓	✓	✓
2	The students show enthusiasm 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.	✓	✓	✓

Table 5 Students' Observation Checklist

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:

No	Criteria	Observation Result		
		Pre Cycle	Cycle I	Cycle II
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.	✓ ✓	✓ ✓	✓ ✓

Table 6 Teachers' Observation Checklist

The teacher felt easier to handle the class when she taught using problem based learning strategy.

b. 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 43,47 cycle I was 56,21, and cycle II was 83,95. 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:

No.	SC	Score		
		Pre Cycle	Cycle I	Cycle II
1	AS	25	50	85
2	ASI	50	60	85
3	CU	50	60	85
4	DM	50	50	85
5	DPD	50	85	85
6	DF	50	68	86
7	DY	50	50	86
8	HAP	50	60	86
9	IAS	50	75	86
10	IC		60	86
11	LSS	50	60	86
12	MS	50	58	80
13	MY		75	80
14	NB	25	50	80
15	NDF	50	50	80
16	ND	50	65	80

17	RA	50	60	80
18	ST	50	50	85
19	SRP	50	60	85
20	SAZ	50	65	85
21	SNR	50	60	85
22	YA	50	50	85
23	ZMS	50	60	85
Total Score		1000	1293	1931
Mean		43,47	56,21	83,95

Table 7 Result of Test from Preliminary, the First Cycle, and the Second Cycle

It was the result of students' average score from preliminary cycle to cycle II. In the preliminary research there were no one students who got good score. In the first cycle there were 3 students who got good score. In this cycle the students showed the improvement by using problem based learning strategy. In the second cycle there were 17 students who got good score. Even, there were 6 students who got excellent score.

A. DISCUSSION

It was the result of students' average score from preliminary cycle to cycle II. In the preliminary research there were no one students who got good score. In the first cycle there were 3 students who got good score. In this cycle the students showed the improvement by using problem based learning strategy. In the second cycle there were 17 students who got good score. Even, there were 6 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

Based on the table above we can see that there was improvement of students understanding in writing narrative 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 83% 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 application of problem based learning in writing narrative text of class X RPL SMK 2 Satrya Budi Perdagangan, it can be concluded that:

1. The application of problem based learning to improve writing skill in narrative text could be applied in teaching writing narrative text, the activity seemed to be more amusing and challenging. The application of problem based learning in teaching writing narrative text was done by dividing students in to four groups, each group consist of seven or eight students. Each group got the exercise which contained problem situation. After that, each group made narrative 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 applying the problem based learning to improve writing skill in narrative text could help the students. Problem based learning could be a solution for the students to make narrative 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 43,7 in pre cycle, it was becoming 56,2 in the first cycle, and then it was becoming 83,9 in the second cycle.

B. Suggestions

This research is useful for English teachers to improve students' understanding in writing narrative 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 narrative text. Having finished conducting this research, the writer considers some suggestions in order to improve students' understanding in writing narrative 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 narrative 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 narrative text.

2. For School

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 application of problem based learning has given good result of the improvement in writing narrative text for the ten grade of SMK Satrya Budi Perdagangan. Hopefully problem based learning can be a reference for conducting research for next researcher. For example, the next researcher can use problem based learning to conduct classroom action research in speaking skill.

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http://www.c-sap.bhan.ac.uk/_resources/project_reports/sowoverview.asp?id=4. Accesed on march, 28th 2019

Appendix 1

Students' Name List

No	Name	Students's Code (SC)
1	Anisa Siregar	AS
2	Amelia Suci Insani	ASI
3	Citra Utami	CU
4	Dedek Mardi	DM
5	Della Puspita Dulay	DPD
6	Dini Fitriyani	DF
7	Devani Yolanda	DY
8	Handina Ananda Putri	HAP
9	Indah Anila Siregar	IAS
10	Intan	IN
11	Lutfia Sahra Siregar	LSS
12	Mitra Sari	MS
13	Maya	MY
14	Nabila	NB
15	Nazwa Dea Fariza	NDF
16	Niken Damayanti	ND
17	Ridho Akriza	RA
18	Satriani	ST
19	Siska Ronika Pardede	SRP
20	Sofia Az Zahra Sirait	SAZ
21	Sri Nabila Rama Dani	SNR

22	Yudhistira Anugrah	YA
23	Zeni Murtini Sihotang	ZMS

Teacher Observation Checklist

No	Criteria	Checklist
1.	<p>Presentation</p> <ul style="list-style-type: none">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	<p>Application of strategy</p> <ul style="list-style-type: none">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	<p>Performance</p> <ul style="list-style-type: none">a. Teacher has clear voice during teaching and learning process.b. Teacher can manage students in	

	<p>class.</p> <p>c. Teacher gives fair and respect treatment for students.</p>	
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Form Observation Checklist

Students' Observation

No.	Criteria	Checklist
1	The students show attention toward the teacher's explanation	
2	The students show enthusiasm 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.	

Appendix 4

Lesson Plan

Cycle I

School	: SMK 2 Satrya Budi Perdagangan
Subject	: English
Class / Smstr	: X(sepuluh) RPL
Skill	: Writing
Topic	: <i>Narrative texts</i>
Time Allotment	: 2x 45 minutes = 90 minutes

I. Kompetensi Inti

- 1 KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- 2 KI 4 : Mengelola, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya disekolah secara mandiri, dan mampu menggunakan metode sesuai keakidah keilmuan

II. Kompetensi Dasar :

- 1 KD 3.8 : membedakan fungsi sosial, struktur teks,dan unsur kebahasaan beberapa teks naratif lisan dan tulisan dengan memberi dan meminta informasi terkait legenda rakyat sderhana sesuai dengan konteks penggunaannya.
- 2 KD 4.8 : Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulisan sederhana terkait cerita lengenda rakyat

III. Indikator Pencapaian kompetensi :

- 3.8.1 Mengidentifikasi teks narrative
- 3.8.2 Mengidentifikasi langkah – langkah dalam teks narrative
- 3.8.3 Membuat teks narrative

IV. Tujuan Pembelajaran:

Siswa dapat:

1. Peserta didik mampu melakukan identifikasi teks narrative.
2. Peserta didik mampu menjelaskan pengertian mengurutkan struktur teks naratif dengan benar
3. Peserta didik mampu mengidentifikasi langkah – langkah retorika dalam teks narrative.
4. Peserta didik mampu menulis teks narrative.

V. Material .

1) Struktire Teks

- a. Pengenalan tokoh dan setting
- b. Komplikasi terhadap tokoh utama
- c. Solusi dan akhir cerita

2) Unsur Kebahasaan

- a. Kata kata terdiri dari karakter, watak dan setting legenda
- b. Modal aux verb
- c. Ucapan, tekanan kata, intonasi ketika mempresentasikan secara lisan
- d. Rujukan kata

1. The Meaning of Narrative Text A narrative text to amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
2. The characteristic of Narrative Text
 - a. Use adjectives
 - b. Use simple past tense
 - c. Use being/having verb
3. The Generic Structur of Narrative Text
 - a. Orientation

In this first part of the story, the characters are introduced, the place in which the action goes on is mentioned.
 - b. Complication

After the characters and the setting have been introduced, the obstacles usually appear. The chief actor tries to solve the problem.
 - c. Resolution

The story reaches its conclusion. A narrative text may close in several different ways. The chief actor, after strunggles with the obstacles, may succeed in overcoming them. He may also strunggle to overcome obstacles without success.

Contoh Narrative Text

<i>General Structure</i>	Romeo dan Juliet
Orientation	Romeo Montague and Juliet Capulet lived in Verona. They met at party and it was love at first sight. Their families

	were enemies so the young couple could not meet in the open. They married in secret with the help of a priest, Friar Laurence, and Juliet's maid. Juliet's cousin, Tybalt, hated Romeo and the Montagues.
Complication	<p>One day, he met Romeo and his friend Mercutio in the street. They had a sword fight and Mercutio was killed. Romeo was so upset that he killed Tybalt in revenge.</p> <p>As a result of this, Romeo had to leave Verona to save his life. He visited Juliet secretly that night and then went to Mantua. Juliet's parents wanted Juliet to marry Paris, a friend of the family. They arranged the marriage and Juliet was sad. She asked friar Laurence to help her. He suggested a plan: he gave her a drug to make her sleep for a long time and appear dead to everyone else. When Juliet woke up, she could join Romeo in Mantua. Friar Laurence promised to write to Romeo and explain the plan.</p>
Resolution	<p>The night before the wedding, Juliet took the drug and her family found her "dead" in the morning. The wedding celebration turned into a funeral. Unfortunately, Romeo never received the letter from Friar Laurence. He returned to Verona, when he found Juliet's body. He thought she was dead and he was so shocked that he killed himself. When Juliet woke up and saw Romeo lying dead beside her, she killed herself too, with his dagger. As a result of this tragic of events, the Capulets and the Montagues agreed to stop fighting and live in peace together.</p>

VI. Metode Pembelajaran

Genre based approach (BKOF, MOT, JKOT, ICOT) Writing narrative text using picture.

Learning Method : PPP (Presentation, Practice, Produce)

Teaching and Learning Activities

Description of the TeacherActivities	Description of the Students Activities
--------------------------------------	--

<p>Preactivities</p> <ol style="list-style-type: none"> 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 narrative text 5. The teacher delivers the aim of learning 	<p>Preactivities</p> <ol style="list-style-type: none"> 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
<p>Main Activities Exploration</p> <ol style="list-style-type: none"> 1. The teacher divides the students in to some groups 2. The teacher shows picture 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 picture 4. The teacher explain the meaning of the video 5. The teacher shows narrative text in the form of slide 6. The teacher explains the definition, and generic structure of narrative text 7. The teacher explains about problem based learning strategy in teaching narrative text <p>Elaboration</p> <ol style="list-style-type: none"> 1. The teacher pose situation of the topic 2. The teacher gives some titles of romeo and juliet 3. The teacher gives instruction to the students to make narrative text 4. The teacher monitorsthe students' activities 5. The teacher helps difficulties of 	<p>Main Activities Exploration</p> <ol style="list-style-type: none"> 1. The students make group 2. The students pay attention to the picture 3. The students explain about the picture 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 <p>Elaboration</p> <ol style="list-style-type: none"> 1. The students get the situation 2. Every group chooses one title 3. The students pay attention to the instruction 4. The students compose narrative text in their group 5. The students pose question to the

<p>the students</p> <p>Confirmation</p> <ol style="list-style-type: none"> 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 	<p>teacher from their difficulties</p> <p>Confirmation</p> <ol style="list-style-type: none"> 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
<p>Post Activities</p> <ol style="list-style-type: none"> 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 	<p>Post Activities</p> <ol style="list-style-type: none"> 1. The students review the material with the teacher 2. The students pay attention to the teacher 3. The students pray together

VII. Instruments of Learning

1. Materials

- a. Power point
- b. Paper Test
- c. Dictionary
- d. Video

2. Tools

- a. White Board
- b. Boardmarker

VIII. Assessment

1. Form : Written test
2. Technique : Students compose narrative 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

$\text{score} = \text{content score} + \text{organization score} + \text{vocabulary}$ <p>Student's</p> $\text{Score} + \text{language score} + \text{mechanics score} = 100$
--

Lesson Plan

Cycle II

School	: SMK 2 Satrya Budi Perdagangan
Subject	: English
Class / Smstr	: X RPL
Skill	: Writing
Topic	: <i>narrative texts</i>
Time Allotment	: 2x 45 minutes = 90 minutes

IX. Kompetensi Inti

- 3 KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- 4 KI 4 : Mengelola, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya disekolah secara mandiri, dan mampu menggunakan metode sesuai keakidahan keilmuan

X. Kompetensi Dasar :

- 3 KD 3.8 : membedakan fungsi sosial, struktur teks,dan unsur kebahasaan beberapa teks naratif lisan dan tulisan dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya.
- 4 KD 4.8 : Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulisan sederhana terkait cerita legenda rakyat

XI. Indikator Pencapaian kompetensi :

- 3.8.1 Mengidentifikasi teks narrative
- 3.8.2 Mengidentifikasi langkah – langkah dalam teks narrative
- 3.8.3 Membuat teks narrative

XII. Tujuan Pembelajaran:

Siswa dapat:

- 5. Peserta didik mampu melakukan identifikasi teks narrative.
- 6. Peserta didik mampu menjelaskan pengertian mengurutkan struktur teks naratif dengan benar
- 7. Peserta didik mampu mengidentifikasi langkah – langkah retorika dalam teks narrative.
- 8. Peserta didik mampu menulis teks narrative.

XIII. Material

Fungsi Sosial : Berbakti kepada orangtua, peringatan untuk anak yang durhaka kepada orangtua, dan cintai orangtuanya.

3) Struktura Teks

- d. Pengenalan tokoh dan setting
- e. Komplikasi terhadap tokoh utama
- f. Solusi dan akhir cerita

4) Unsur Kebahasaan

- e. Kata kata terdiri dari karakter, watak dan setting legenda
- f. Modal aux verb
- g. Ucapan, tekanan kata, intonasi ketika mempresentasikan secara lisan
- h. Rujukan kata

4. The Meaning of Narrative Text A narrative text to amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
5. The characteristic of Narrative Text
 - d. Use adjectives
 - e. Use simple past tense
 - f. Use being/having verb
6. The Generic Structur of Narrative Text
 - d. Orientation

In this first part of the story, the characters are introduced, the place in which the action goes on is mentioned.
 - e. Complication

After the characters and the setting have been introduced, the obstacles usually appear. The chief actor tries to solve the problem.
 - f. Resolution

The story reaches its conclusion. A narrative text may close in several different ways. The chief actor, after strunggles with the obstacles, may succeed in overcoming them. He may also strunggle to overcome obstacles without success.

Example of text

<i>General Structure</i>	Malin Kundang
Orientation	Once Upon a time, lived a diligent boy named Malin Kundang. He lived in these a shore with his mother.

	They were very poor, but they lived quiet and harmonious
Complication	One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his arguent... and finally he sailed with the bigship. Several years later, Malin Kundang succedand he became richtrader. Then, he came to his native village with his beatiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, andthen he kicked the village cake which brought by his mother until scattered
Resolution	His mother very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin becomes tone. Suddenly, the big ship which Malin's had was vacillated by a big storm and all of his crew man tosse daside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

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

XVI. Teaching and Learning Activities

Description of the Teacher Activities	Description of the Students Activities
<p>Preactivities</p> <ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher asks the students to pray together 3. The teacher checks the students attendance 	<p>Preactivities</p> <ol style="list-style-type: none"> 1. The students respond to the greeting 2. The students pray together 3. The students respond the teacher

<p>Main Activities Exploration</p> <ol style="list-style-type: none"> 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 <p>Elaboration</p> <ol style="list-style-type: none"> 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 	<p>Main Activities Exploration</p> <ol style="list-style-type: none"> 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 <p>Elaboration</p> <ol style="list-style-type: none"> 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
<p>the students Confirmation</p> <ol style="list-style-type: none"> 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 	<p>teacher from their difficulties Confirmation</p> <ol style="list-style-type: none"> 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
<p>Post Activities</p> <ol style="list-style-type: none"> 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 	<p>Post Activities</p> <ol style="list-style-type: none"> 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:

Yogyakarta, 2010 XVIII. Assessment

1. Form : Written test
2. Technique : Students compose discussion text at least three paragraphs contain issue, argument for and against, 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

$$\text{Student's score} = \text{content score} + \text{organization score} + \text{vocabulary score} + \text{language score} + \text{mechanics score} = 100$$

PRE TEST

1. Arrange these sentence into a good narrative text

Romeo and Juliet

1. The night before the wedding, Juliet took the drug and her family found her “dead” in the morning. The wedding celebration turned into a funeral. Unfortunately, Romeo never received the letter from Friar Laurence. He returned to Verona, when he found Juliet’s body. He thought she was dead and he was so shocked that he killed himself. When Juliet woke up and saw Romeo lying dead beside her, she killed herself too, with his dagger. As a result of this tragic of events, the Capulets and the Montagues agreed to stop fighting and live in peace together
2. Juliet’s cousin, Tybalt, hated Romeo and the Montagues. One day, he met Romeo and his friend Mercutio in the street. They had a sword fight and Mercutio was killed. Romeo was so upset that he killed Tybalt in revenge.
3. Romeo Montague and Juliet Capulet lived in Verona. They met at party and it was love at first sight. Their families were enemies so the young couple could not meet in the open. They married in secret with the help of a priest, Friar Laurence, and Juliet’s maid.
4. As a result of this, Romeo had to leave Verona to save his life. He visited Juliet secretly that night and then went to Mantua. Juliet’s parents wanted Juliet to marry Paris, a friend of the family. They arranged the marriage and Juliet was sad. She asked friar Laurence to help her. He suggested a plan: he gave her a drug to make her sleep

for a long time and appear dead to everyone else. When Juliet woke up, she could join Romeo in Mantua. Friar Laurence promised to write to Romeo and explain the plan.

POST TEST I

1. Rewrite a paragraph with topic about romeo and Juliet based on opinion

Romeo and Juliet

Romeo Montague and Juliet Capulet lived in Verona. They met at party and it was love at first sight. Their families were enemies so the young couple could not meet in the open. They married in secret with the help of a priest, Friar Laurence, and Juliet's maid.

Juliet's cousin, Tybalt, hated Romeo and the Montagues. One day, he met Romeo and his friend Mercutio in the street. They had a sword fight and Mercutio was killed. Romeo was so upset that he killed Tybalt in revenge.

As a result of this, Romeo had to leave Verona to save his life. He visited Juliet secretly that night and then went to Mantua. Juliet's parents wanted Juliet to marry Paris, a friend of the family. They arranged the marriage and Juliet was sad. She asked friar Laurence to help her. He suggested a plan: he gave her a drug to make her sleep for a long time and appear dead to everyone else. When Juliet woke up, she could join Romeo in Mantua. Friar Laurence promised to write to Romeo and explain the plan.

The night before the wedding, Juliet took the drug and her family found her "dead" in the morning. The wedding celebration turned into a funeral. Unfortunately, Romeo never received the letter from Friar Laurence. He returned to Verona, when he found Juliet's body. He thought she was dead and he was so shocked that he killed himself. When Juliet woke up and saw Romeo lying dead beside her, she killed herself too, with his dagger. As a result of this tragic of events, the Capulets and the Montagues agreed to stop fighting and live in peace together.

Appendix 8

POST TEST II

1. Write a paragraph based on the picture into a good narrative text



Appendix 9

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

No.	SC	Score		
		Pre Cycle	Cycle I	Cycle II
1	AS	25	54	61
2	ASI	50	56	83
3	CU	50	59	79
4	DM	50	57	72
5	DPD	50	73	80
6	DF	50	60	71
7	DY	50	50	71
8	HAP	50	50	72
9	IAS	50	70	83
10	IC		66	84
11	LSS	50	60	74
12	MS	50	58	58
13	MY		60	61
14	NB	25	59	83
15	NDF	50	50	79
16	ND	50	65	72
17	RA	50	60	83
18	ST	50	50	77
19	SRP	50	61	82
20	SAZ	50	70	83
21	SNR	50	60	77
22	YA	50	56	79
23	ZMS	50	58	84
Total Score		1000	1293	1664
Mean		43,47	56,21	73,42

Score Test in Preliminary Test

No	SC	Total Score
1	AS	25
2	ASI	50
3	CU	50
4	DM	50
5	DPD	50
6	DF	50
7	DY	50
8	HAP	50
9	IAS	50
10	IC	
11	LSS	50
12	MS	50
13	MY	
14	NB	25
15	NDF	50
16	ND	50
17	RA	50
18	ST	50
19	SRP	50
20	SAZ	50
21	SNR	50
22	YA	50
23	ZMS	50
Total		1000

Appendix 11

Student's English Score Test in ProTest I

NO	SC	ITEM ANALYSIS					TOTAL SCORE
		C	O	V	LU	M	
1	AS	15	11	12	14	2	54
2	ASI	17	15	10	12	2	56
3	CU	19	12	12	13	3	59
4	DM	21	15	10	9	2	57
5	DPD	20	17	16	17	3	73
6	DF	24	15	15	18	3	60
7	DY	13	10	13	12	2	50
8	HAP	20	17	13	17	3	50
9	IAS	24	15	11	17	3	70
10	IC	25	14	13	11	3	66
11	LSS	17	13	13	16	3	60
12	MS	15	13	15	15	3	58
13	MY	20	12	10	15	3	60
14	NB	17	13	12	16	3	59
15	NDF	13	10	13	12	2	50
16	ND	15	17	13	17	3	65
17	RA	17	15	13	12	3	60
18	ST	13	10	13	12	2	50
19	SRP	22	15	10	11	3	61
20	SAZ	26	19	14	11	3	70
21	SNR	17	13	13	16	3	60
22	YA	17	15	12	12	2	56
23	ZMS	17	15	12	12	2	58
Total		1293					

Appendix 12

The students' English score Protest of cycle II

NO	SC	ITEM ANALYSIS					TOTAL SCORE
		C	O	V	LU	M	
1	AS	17	15	10	17	2	61
2	ASI	26	18	17	18	4	83
3	CU	22	18	17	18	4	79
4	DM	22	17	15	15	3	72
5	DPD	21	18	17	17	3	80
6	DF	21	15	17	15	3	71
7	DY	25	15	17	15	3	71
8	HAP	22	15	17	15	3	72
9	IAS	26	18	17	18	4	83
10	IC	27	16	18	18	5	84
11	LSS	22	15	17	17	3	74
12	MS	20	14	10	12	2	58
13	MY	17	15	10	17	2	61
14	NB	26	18	17	18	4	83
15	NDF	22	18	17	18	4	79
16	ND	22	17	15	15	3	72
17	RA	18	17	18	18	4	83
18	ST	18	13	17	18	3	77
19	SRP	18	17	17	18	4	82
20	SAZ	18	17	18	18	4	83
21	SNR	18	13	17	18	3	77
22	YA	25	17	16	17	4	79
23	ZMS	27	16	18	18	5	84
Total		1664					

Dokumentasi





BIOGRAPHY



The writer's name is Syara Umma Larasita Harahap. She was born on December^{11st} 1997 in Perdagangan city. She is 22 years old. She is Indonesian and a Muslim. People around her usually call her Syara or Laras. She is the youngest daughter of Mr Hasbullah Harahap and Mrs SusiAti .

Her formal education started from 2002-2008 in primary school, SD Negeri 091620 Perdagangan, North Sumatera. Then from 2008-2011 she continued her education in SMP Panca Budi Perdagangan, And the she finishid her Senior High School in SMK Al-Washliyah 2 Perdagangan, from 2011-2014, she graduated from English Education Department of State Islamic University of North Sumatera.

Medan, 19 November 2019

The Writer

Syara Umma Larasita Harahap

Nim : 34153067

FORMULIR CALON WISUDAWAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA

I DATA DIRI LULUSAN			
	1	NAMA LENGKAP	SYARA UMMA LARASITA HARAHAP
	2	NIM	34153061
	3	TEMPAT LAHIR	MEDAN
	4	TANGGAL LAHIR	11 NOVEMBER 1997
	5	JENIS KELAMIN	PEREMPUAN
	6	ASAL NEGARA	INDONESIA
II DATA LULUSAN			
	1	ASAL PENDIDIKAN SEBELUM NYA	SMK AL-WASHLIYAH 2 PDN
	2	JENJANG PENDIDIKAN	STRATA – 1
	3	JURUSAN	PENDIDIKAN BAHASA INGGRIS
	4	JUMLAH SKS YANG DISELESAIKAN	146
	5	JUMLAH SEMESTER YANG DISELESAIKAN	8
	6	IPK	3.20
III INFORMASI ORANG TUA LULUSAN			
	1	PENGHASILAN ORANG TUA	
		AYAH	Rp.1.500.000.
		IBU	-
	2	PENDIDIKAN ORANG TUA	
		AYAH	SMA
		IBU	SD
IV INFORMASI SETELAH LULUS			
	1	STATUS SETELAH LULUS	-
	2	JENIS PEKERJAAN SETELAH LULUS	-
	3	STATUS DOMIDILI SETELAH LULUS	-

V	SERTIFIKAT KOMPETENSI YANG DIMILIKI		
	1	SERTIFIKAT KEAHLIAN BAHASA INGGRIS	TOEFL
	2	SERTIFIKAT KEAHLIAN BAHASA ARAB	-



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS ILMU TARBİYAH DAN KEGURUAN
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Website : www.ftk.uinsu.ac.id e.mail : ftk@uinsu.ac.id

Nomor : B-11232/ITK/ITK.V.3/PP.00.9/ 09/2019
Lampiran : -
Hal : Izin Riset

Medan, 12 September 2019

Yth. Ka. SMK Swasta Satrya Budi Perdagangan
Assalamu 'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : SYARA UMMA LARA SITA HARAHAAP
Tempat/Tanggal Lahir : Perdagangan, 11 November 1997
NIM : 34153067
Semester/Jurusan : IX/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMK Swasta Satrya Budi Perdagangan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE APPLICATION OF PROBLEM BASED LEARNING IN WRITING NARRATIVE TEXT TO STUDENT OF CLASS X SMK SWASTA SATRYA BUDI PERDAGANGAN

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam

Dekan
Jurusan PBI

Drs. Sholihatul Hamidah Dly, M.Hum.
NIP. 19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



**YAYASAN PERGURUAN SATRYA BUDI
SMK SATRYA BUDI 2 PERDAGANGAN**

Alamat : Jln. Amal No. 5 KP: 21184 Perdagangan.
Telp 0622-697512. e-mail : smksatryabudi2perdagangan@yahoo.co.id



SURAT KETERANGAN

Nomor : P.010/137/ F-SB/2019

Sehubungan dengan Surat Universitas Islam Negeri Sumatera Utara Medan Program Sarjana Strata Satu (S1) Nomor : B - 11232/ITK/ITK.V.3 / PP .00.9 / 09 / 2019 Tanggal 12 September 2019 Perihal Izin Riset, maka dengan ini Kepala SMK Satrya Budi 2 Perdagangan, Kec. Bandar, Kab. Simalungun menerangkan bahwa :

Nama : SYARA UMMA LARA SITA HARAHAHAP
NIM : 34153067
Program Studi : S1 Bahasa Inggris

Benar telah melakukan penelitian di SMK Swasta Satrya Budi 2 Perdagangan sejak Tanggal 23 September 2019 s / d 11 Oktober 2019, untuk keperluan penyusunan tesis yang berjudul :

**“ THE APPLICATION OF PROBLEM BASED LEARNING IN WRITING NARRATIVE TEXT
TO STUDENT OF CLASS X SMK SATRYA BUDI PERDAGANGAN ”**

Demikian Surat Keterangan ini diperbuat , dan diberikan kepada yangt bersangkutan agar dipergunakan dengan seperlunya.

Perdagangan, 25 Oktober 2019

Kep. SMK Swasta Satrya Budi 2


Ir. SAFRIWANI TARIHORAN



