

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS ARGUMENTATIVE WRITING
THROUGH PROBLEM BASED LEARNING METHOD
AT THE ELEVENTH GRADE IN MA DARUL A'MAL
METRO BARAT**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2018 M**

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BARAT**

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ABSTRACT

IMPROVING STUDENTS ARGUMENTATIVE WRITING THROUGH PROBLEM BASED LEARNING METHOD AT THE ELEVENTH GRADE IN MA DARUL A'MAL METRO BARAT

By:

DHEA CHOIRUNNISA

This research intended to present that the argumentative writing skill can be improve through applying Problem Based Learning.

This research is Classroom Action Research (CAR). The data were taken from writing test to figure out the students' knowledge in writing argumentative text. Furthermore, used the observation technique to get the data about student's comprehension in writing, students' activities while writing, and students' participation in the learning process with documentation method to support this research.

The results of the research showed the average scores of students' are (a) 45.76 in pre-test, and (b) 68.4 in post-test 1 as well as (c) 76.52 in post-test 2. It appeared to be increased 30.76 point. The students' activities remained the same way. The students' activities in cycle 1 can be reported that there were (a) 20 students pay attention of teacher explanation (80%), 17 students ask/answer question (68%), 19 students able do the task (76%), 20 students active in the class (80%). Moreover, the students' activities in cycle 2 can be reported that there were (a) 22 students pay attention of teacher explanation (88%), 19 students ask/answer question (76%), 23 students able do the task (92%), 21 students active in the class (84%). The conclusion is that argumentative writing can be improved through Problem Based Learning method.

Keywords: Argumentative writing, Problem Based Learning, Writing Skill.

ABSTRAK

UPAYA MENINGKATKAN KEMAMPUAN MENULIS ARGUMENTATIF SISWA KELAS SEBELAS MELALUI METODE PEMECAHAN MASALAH DI MA DARUL A'MAL METRO BARAT

Oleh:

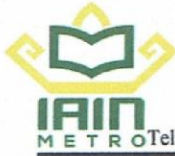
DHEA CHOIRUNNISA

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis argumentatif melalui penggunaan *Problem Based Learning Method*.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Data diambil dari tes menulis untuk mengetahui tingkat pemahaman siswa dalam menulis teks argumentatif. Peneliti juga menggunakan teknik observasi untuk mendapatkan data mengenai data pemahaman menulis, aktivitas siswa selama menulis, serta partisipasi dalam proses belajar dengan dokumentasi untuk mendukung penelitian ini.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa adalah (a) 45.76 di pre-tes, dan (b) 68.4 di post-tes 1, serta (c) 76.54 di post-tes 2. Ini artinya ada peningkatan sejumlah 30.76. Hal yang sama terjadi pada aktivitas siswa. Aktifitas siswa di siklus 1 menjelaskan bahwa terdapat (a) 20 siswa memperhatikan penjelasan yang diberikan guru (80%), 17 siswa mampu menjawab pertanyaan (68%), 19 siswa mampu mengerjakan tugas (76%), dan 20 siswa aktif di dalam kelas (80 %). Selain itu, aktifitas siswa di siklus 2 menjelaskan bahwa (a) 22 siswa memperhatikan penjelasan yang diberikan guru (88%), 19 siswa mampu menjawab pertanyaan (76%), 23 siswa mampu mengerjakan tugas (92%), dan 21 siswa aktif di dalam kelas (84 %). Kesimpulannya adalah menulis argumentatif dapat di tingkatkan menggunakan metode pemecahan masalah.

Kata Kunci: Karangan argumentatif, Probelem Based Learning method, Keterampilan Menulis



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APPROVAL PAGE

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MOTTO

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ

وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

And cooperate in righteousness and piety, but do not cooperate in sin and aggression.

And fear Allah ; indeed, Allah is severe in penalty.

Q.S : Al –Maidah (5), 2

Successful teachers are vital and full of passion. They love to teach as a writer loves to write, as a singer loves to sing. They are people who have a motive, a passion for their subject, spontaneity of character, and enormous fun doing what they do.

Thomas Cronin

DEDICATION PAGE

“I highly dedicate my piece of work
to my beloved family,
my everlasting friends in B class & big family of IMPoR,
and my greatful Almamater”

ACKNOWLEDGEMENTS

In the name of Allah, the almighty and the merciful. Praise is only to Allah SWT, the Lord of the Universe. *Shalawat* is also sent to Prophet Muhammad SAW who guided us to be a better person. I would like to express my inner thanks to Allah SWT for his blessing in the completion of this undergraduate thesis. Realizing that undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the writer would like to sincerely acknowledgement her gratitude.

I would like to address my sincere thanks to both of advisors, Dr. Widhiya Ninsiana, M.Hum and Ahmad Subhan Roza, M.Pd for their correction and suggestion to improve the thesis, and also their endless encouragement and patient guidance so as to make this research come into its present condition.

My deepest thanks also go to some of my beloved family and my collaborator for their understanding which fully strengthens me during the process of making the research. My last thanks to all of my beloved friends who enthusiastically offered contributions for the successful of the research.

Since it is the first time, the writer realizes that this thesis needs continuous revisions. Accordingly, critiques from the readers are always warmly welcomed. It is hoped that this research can be very helpful for others.

Metro, October, 2018

The Writer,

Dhea Choirunnisa

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CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language and almost all of nations in the world know and learn it. In Indonesia, English is one of subject in the school and English as a second foreign language. The role and the function of English as a first foreign language in Indonesia are very important. It taught from junior high school until senior high school even University.

There are four skills in learning English, namely ; listening, reading, speaking and writing. Actually, most of students faced some problems in writing skill. They get stuck when gathering information what should they write to. The teacher's approach can't solve this problem effectively.

Writing is universally acknowledge is inseparable part in human life. In everyday living, writing activities are greatly needed. For instance, people often include writing in sending message, making shopping note, and sending letter. In addition, writing is widely incorporated various genre of paragraph namely descriptive, persuasive, narrative, and argumentative. It is clear that writing always exist as a communication mean which has different unique kinds.

Moreover, writing is one of the urgencies in the term of skill representing the knowledge of writer through various textual media. It can be seen within journals, articles, books, and so forth. In reality, writing has more prospective than speaking. To illustrate this point, writing can reach more audience than speaking because the content of a book, for example, can be conveyed to many people

without attending to an event where the writer of the book speaks about his ideas contained in the book. It can be inferred that the information delivered by means of the book can be more easily remembered than through spoken words.

In addition, in teaching and learning English, writing is an essential skill to be grasped. To learn writing, an English learner can comprehend the kinds of English writing. Thomas S. Kane proposes some kinds of writing: namely exposition, description, narration, and argumentation.¹ Many a good kind of writing has different function, particularly, is argumentative text. It satisfies the readers by presenting not only pros but also cons of controversial topics. Having an argument, it is supposed to have a topic sentence, supporting sentence in proposing both pros and cons statements, lastly, needed general conclusion by using either deductive or inductive reasoning, cause and effect, even, arguments by an authority. Argumentative text has some parts such as introductory paragraph, supporting paragraph, and concluding paragraph.

However, in learning English, the text is the most highly complicated skill to attempt. Unfortunately, many students find difficult to master it. Above all, Zemach advocates that argumentative writing is the most complicated skill to master either in first or second language acquisition. The difficulties caused by the problem of organizing the ideas and the cultural differences of writing style.²

In teaching writing, PBL (Problem Based Learning) is regarded as the appropriate methods, it has its advantages and disadvantages as the method used for achieving students' writing ability. PBL is educational method that helps

¹ Thomas S. Kane, *Essential Guide to Writing*, (New York: Berkley Books, 2000), p.14

²Zamach, E. Dorothy, *Writing in Paragraph*, (Oxford: Macmillan, 2006), p: 4

students build the reasoning and communication skills necessary for developing success creativity. Therefore, this research uses Problem-Based Learning in teaching writing in order to know there is improving the students' in argumentative writing ability.

An observation had conducted on November 2017 at the eleventh grade's in MA Darul A'mal Metro Barat. The condition occurs in the learning process such as: the students have less motivation in writing, the students have difficulties in making the starting point of writing, the student have low ability in writing, and the students have difficulties to find support opinion in making argumentative writing.

From that condition a teacher should have method to motivate the students to participate actively in the experience of learning. One of learning method is to developing skill of student's thought (reasoning, communicating, and connecting). A method of the learning is Problem-Based Learning. Problem Based Learning is one educational method that help students build the reasoning and communicating skill necessary for developing success creativity.

MA Darul Amal Metro Barat decided 70 as the minimum passing grade (MMC). In fact, most of students have low result especially in writing. The table below is the data :

Table 1
The Data of Teacher Documentation Argumentative Score At Eleventh
Grades of MA Darul A'mal Metro Barat

| NO | NAME | SCORE | Criteria |
|-----------|-------------|--------------|-----------------|
| 1 | AFI | 76 | Incomplete |
| 2 | AH | 61 | Incomplete |
| 3 | AI | 81 | Complete |
| 4 | AIN | 64 | Incomplete |
| 5 | CAS | 75 | Complete |
| 6 | DAF | 63 | Incomplete |
| 7 | DL | 63 | Incomplete |
| 8 | EKNS | 62 | Incomplete |
| 9 | ES | 64 | Incomplete |
| 10 | EL | 87 | Complete |
| 11 | ETR | 66 | Incomplete |
| 12 | FM | 77 | Complete |
| 13 | FD | 64 | Incomplete |
| 14 | IAS | 62 | Incomplete |
| 15 | IH | 66 | Incomplete |

| | | | |
|----|-----|----|------------|
| 16 | K | 67 | Incomplete |
| 17 | LKS | 75 | Complete |
| 18 | LR | 64 | Incomplete |
| 19 | LY | 85 | Complete |
| 20 | MPI | 63 | Incomplete |
| 21 | NA | 64 | Incomplete |
| 22 | NK | 75 | Complete |
| 23 | NAP | 70 | Complete |
| 24 | RD | 64 | Incomplete |
| 25 | RF | 64 | Incomplete |

Source : Documentation of Teacher Taken on November,6th 2017

Table 2

The Data of Passing Grade Criteria

| NO | Grade | Explanation | Total of students | Presentase |
|--------------|--------------|--------------------|--------------------------|-------------------|
| 1 | ≥ 70 | Pass | 8 | 32% |
| 2 | ≤ 70 | Fail | 17 | 68 % |
| Total | | | 25 | 100% |

Source : Documentation of English Test Taken on November, 6th 2017

Based on the data above the writer found that the students are not able to reach a score of 70 as the Minimum Mastery Criterion (MMC) yet. The students can be successful in achieving the material if 65% of the students in the class get at least 70. However, it is only 35% of students that were able to complete minimum mastery criterion. It is because there are only eight of thirty five student able to achieve minimum.

B. Problem Identification

In this research, the researcher wants to do a classroom action research and hopefully the problems in the class can be solved or minimized. Problems found are:

1. The students have less motivation in writing.
2. The students have difficulties in making the starting point of writing.
3. The students have low ability in writing.
4. The student have difficulties to find support opinion in making argumentative writing.

C. Problem Limitation

Limitation is very useful for the researcher to determine the focus point of problem. In this case, the researcher focuses on the second point of the problems that the students have difficulties in making to start point of argumentative writing.

D. Formulation of The Problem

Based on the issues described in the background of the problem above, the writer formulates the problem as follows:

“Can The Problem Based Learning (PBL) method improve students’ writing Argumentative text at the eleventh graders of MADarul A’mal Metro Barat ?

E. Objective and Benefit Study

a. Objective study

This objected research is to know whether improve the student writing abilityt in the eleventh grade students of MA Darul A’mal.

b. Benefit study

1. For the Teacher.

This study is hopefully able overcome the problem faced by English teachers in writing subject. The teacher is expected to use the problem base learning method to help their writing teaching activity.

2. For the Student.

By implementing problem base leaning, it is hoped that the students was be more interested and motivated in learning English, especially writing.

3. For the Researcher

This research is expected as acontribution for the other researcher to conductions further studies.

CHAPTER II

THEORITICAL RIVIEW

A. Theoretical review

1. Concept of Writing

Writing is a method of human to conduct intercommunication by means of conventional visible marks or symbols. It is also used to deliver or to communicate nonverbal message, idea, expression, feeling, or thought. Through a piece of writing human being construct their communication in various ways. In other words, writing can be used as a tool which is extremely needed for expressing some amazing ideas or feelings in written form. As a result, the communication among people can still run well enough even though they are not meeting each other directly.

Furthermore, Sanggam Siahaan said that writing is a written productive language skill. It is one of skills that is used to convey some information to readers. Moreover, it is effectively realized by writer's ability to apply the rules of the language that she or he is writing to transfer the information from her or his mind to the readers.³ Accordingly, writing is a language skill that is really needed to share some important messages from the writer to the reader.

Another definition is also proposed by Myhill and Fisher in Department of Education. They state that writing is a complex task. It needs the coordination of fine motor skills and cognitive skills that reflects the social and cultural patterns

³SanggamSiahaan.*The English Paragraph*. (Yogyakarta: GrahaIlmu, 2008), p. 2

of the writer's time and is also linguistically complex.⁴ Moreover, writing consists of four basic recursive processes namely planning, writing, editing and reviewing.⁵ However, these activities do not necessarily occur in the fixed order suggested. Writers move to in accordance with their individual goals of the moment although more time is spent on planning or thinking at the start, and on editing and reviewing at the end naturally. Hence, writing is a skill that needs a good relationship among some aspects in order to make an excellent writing text as writers want to.

Basically, there are two elements of writing. The first is content; it is what the writer has to say. The second is form; it is the way the content, or message, is presented.⁶ Moreover, the form of a written includes its organization and layout. Form gives a reader an immediate idea of what to expect. Without reading a word you could probably recognize a written piece by its form.⁷ Consequently, the second one is strongly noticed because it is a really significant element of writing some texts.

Based on the theoretical foundation above, writing is a method that is used by people to share their thoughts, feeling, and ideas. It is also as a way of one of activity of language user to share some essential information and to appreciate or describe some great ideas and activities of people around the world that product in the written text such as book, newspaper, magazine, drafting, blog, diaries, and

⁴Department for Education, *What is The Research Evidence on Writing?*, (Research Report DFE-RR238), p. 7

⁵ James Hartley, *Academic Writing and Publishing, A Practical handbook*, (London and New York: Rout ledge, 2008), p. 10

⁶Development and Production: Laurel Associates, Inc, *Writing: English in Context*, (USA: Saddleback Educational Publishing, 2000), p. 6

⁷*Ibid.*

the like. Then, it needs a composing process for producing a good product of writing.

2. Writing Process

When the writers was write, they do more than just put some words together to make good sentences. Good writers use several steps to produce a piece of writing.⁸ According to Harmer the writing strategy and the writing process were categorized identically. It has four main elements: Planning -> drafting -> editing -> final draft⁹

a. Planning

Before starting to write, the writers decides what they are going to write. In this case, the writers should think about three main issues. The first is they have to consider the purpose of their writing, including the type of the text, the language that they was use and the information that they was choose to construct their writing. Secondly, the writer has to think of the readers who read their writing. For example, it is formal or informal writing. Thirdly, the writershave to consider the content structure of their writing. It is about how to sequence the facts, ideas, or arguments which they have decided to include.¹⁰

⁸Dorothy E. Zemach and Lisa A. Rumisek, *Academic Writing from Paragraph to Essay*, (Macmillan), p. 3

⁹Jeremy Harmer, *How To Teach Writing*, (England: Longman, 2004), p.5

¹⁰*Ibid*, p.4

b. Drafting

The first action in making a piece of writing is drafting. It should be arranged after planning. In other words, the writers start to write their ideas based on their planning before. It was be the first version of writing that produced by the writer.¹¹

c. Editing and Revising

The writers need to correct the draft which they have produced. Perhaps the order of the informaton in the text is not clear. The content of the text may be equivocated or confused so that it hard to understand by the readers. Consequently, the writer has to make an editing that whised for changed in correct writing. In other words, the writer revises his writing to make appropriate revisions.¹²

d. Final Draft

After editting their draft, the writers make the changes what they consider to be necessary, they produce their final draft. It considerably different from both the original plan and the first draft, because it have changed in the editing process. It becomes the final version that was be read by the audience.¹³

¹¹*Ibid*, p.5

¹²*Ibid*.

¹³*Ibid*.

Furthermore, Brown explains that there are three stages of writing process that tend to be framed namely prewriting, while writing (drafting), and post writing (revising).¹⁴

1) Prewriting

Prewriting is a first process when the writers begin to write. In this process they are deciding and planning what they are going to write.¹⁵ According to Zemach and Lisa, there are three steps in prewriting:

- a) The first step is choosing a topic that is not too narrow (limited or brief) and broad (general).
- b) The second step is gathering ideas after getting a topic then think about what the writer was write about the topic. This way is known as brainstorming. It can help the writers get started when they have no topic to develop. It also can identify information which needed to support the point of view quickly. In other words, brainstorming is one of the several different ways to begin writing.
- c) The last step is organizing. In this step the writers decide the ideas which will be used and choose which of the ideas that will be talked first, next and last.

¹⁴H.Douglas Brown, *Teaching by principles: An Interactive Approach to Language pedagogy, Second Edition*, (London: Longman, 1998), p.348

¹⁵Zemach and Lisa, *Op.cit*, p. 5

2) While writing (drafting)

After exploring the ideas, the writer puts them into paragraph or essay form. The time when the writers have been writing or putting the idea into a paragraph is called while writing. It is commonly known as drafting process. Besides, Karen et. al says that this process is the physical act of turning oral language into a written form.¹⁶ It is started by writing down the objective or the main idea. Furthermore, Brown adds that in this process, all of writers discover how they can best express their ideas in the clearest manner possible in order to the reader will receive the same message.¹⁷

3) Post writing (revising)

The most important stage in writing process is revising. The revising process is where the writers check what they wanted to say in a clear and appropriate way. It might take place while the writers are drafting or after finishing all of the drafts.¹⁸ In this process the writers need to assess their draft in order that they produce a good writing before finishing their writing. Moreover, the writers check the content and purpose of the drafts clearly and appropriately for the reader in particular writing situation. It is not only checking spelling, punctuation, and grammar but also arranging, changing, adding, leaving out the word, and so on.¹⁹

¹⁶Karen Kuelthau Allan, et. al, *Learning to Write with Purpose*, (New York: The Guilford press, 2009), p. 23

¹⁷Brown, *Op.ci*, p.353

¹⁸Kristine Brown and Susan Hood, *Writing Matters: Writing skills and strategies for students of English*, (New York: Cambridge University Press, 1993), p. 20

¹⁹*Ibid.*

Based on the statement above, it can be concluded that the writing process involves prewriting, while writing, and post writing. Prewriting is a very essential step in writing process. It is relevant with the asserting the main idea of writing, the content structure of writing, and brainstorming. Furthermore, while writing is the process of drafting. It is the real implementation of prewriting that needs the real action of writing such as developing the main idea. In addition, the post writing is the revising process such as look about the ideas, scratch out the irrelevant information, find out the grammatical errors, and change the text order or make some additions.

3. Text types

Freedman & Medway say that a long rhetorical tradition has described genres as specific text types with particular features or formats: description, narrative, explanation, instruction, and persuasion. Moreover, Johns adds that these five types have been adopted by schools and state standards.²⁰ Here are the explanations about the text types:

a. Descriptive

Writing that creates a clear and vivid impression of the topic is description. Furthermore, description translates the writers' experience of a person, place, or thing into words, often by appealing to the physical senses like sight, hearing, smell, taste, and touch.²¹ Therefore, descriptive

²⁰ Karen, *Op.cit*, p. 6

²¹ Susan Anker, *Real Writing: Paragraphs and Essays for College, Work, and everyday life*, (New York: Bedford/St. Martin's, 2010), p. 155

text is used for describing or imaging some things around the writers based on what they see, hear, smell, taste, or touch.

b. Narrative

Narratives text is used for entertaining the reader in an imaginative experience. Beside, narrative texts are organized based on setting, event leading to a problem and solution. The main features of narrative text are defined characters, descriptive language, and past tense.²² Furthermore, narration tells of a story simply, it can be not only for entertaining but also informing the readers. The stories in narrative texts can be fiction (made up) or nonfiction (the retelling of an incident that actually happened).²³ Therefore, narrative text is a text that tells the story of event or an experience both fiction and nonfiction.

c. Explanation

Explanation is a text that is used for explaining how something works or the process involved in actions, events or behavior. For example, how does a rainbow occur? Explanation texts are organized by a definition or statement, and a sequenced explanation. Besides, the features of explanation writing are non-human participants, cause and effect relationships, passives and timeless present tense.²⁴

²² PDST (professional Development Service For Teachers), *Writing genre-A: structured Approach*, 2013, p. 3

²³ Gayle Feng-Checket and Lawrence Checket, *The Write Start Sentence to Paragraph Fourth Edition*,(USA: Wadsworth Cengage Learning, 2010), p. 177

²⁴ PDST, *Op.cit*, p. 17

d. Procedure

The text that is used for explaining how something is done in a series of sequenced steps is descriptive text. They are organized by goal, material, method and evaluation. Moreover, the features of procedural writing include: detailed factual description, reader referred to in a general way (draw a line), linking words to do with time, tense is timeless.²⁵

e. Persuasion

Writers use persuasion when they are trying to convince someone else that their point of view or belief is correct.²⁶ Furthermore, persuasive text gives the writer's opinion on the topic and tries to get the readers to agree with it. The verbs which are used in a persuasive topic sentence are most often *should/should not* or *must/must not*.

Based on the explanation above, the writer concluded that there are many kinds of writing text that are usually used by some writers for expressing their feeling, knowledge or experience. Therefore, in this research the writer was focus on one of writing types namely argumentative text.

B. The Conceptual framework

1. The Concept of Argumentative Writing

As a argumentative paragraph writing presents an argument that must be back up by data that persuade readers that opinion is valid. A good

²⁵*Ibid.*, p. 11

²⁶ Gayle and Lawrence, *Op.cit*, p. 261

argument consider and evaluates opposing point of view. Writers argumentative paragraph writing should dedicate one or two paragraph to discussing conflicting opinion the topic. Writing process of argument was consist of at least three broad base on “Mayberry” stated.²⁷

1. Forming an argument, which can consist of discovering and sharpening a position, and developing and appropriate style.
2. Supporting the argument
3. Reviewing the argument, which consist of considering the image projected by the argument, making substansial addictions or deletions to first draft and adding an introduction and conclusion.

Argumentative paragraph is different from other kinds of writing the crucial different is an or believe our argument in brief, argumentative paragraph present a claim opinion supported by reasoning and evidence which persuade the readers to same and defends an opinion.

One of kinds argumentive, base from priyana is Analytical exposition text it is used as proposing or suggesting a certain topic which may show either pros or cons, not both.²⁸The generic structure of analytical exposition text are opinion reasons and reiteration. And its language features are simple present temporal connectives, and evaluates word.

²⁷Mayberry, Katherine J. 2002. *Everyday Argument: A Guide of Writing and Reading Effectiveness Arguments*. New York: Addison-Wesley Longman Inc.

²⁸Priyana, Joko et al. 2008. *Interlanguage: English for Senior High School Students XI*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

C. The Concept of Problem Base Learning Method

Problem is a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome.

Definition of Problem Base Learning (PBL) is a student-centered pedagogy in which student learn about a subject through the experience of problem solving. Students learn both thinking strategies and domain knowledge.²⁹

Method is the depiction of a general plan of systematic presentation of language based on a chosen approach. Futhermore, Oon-Seng Tan, PBL involves using real-world problems to trigger learning and optimizing on the power of problem to incorporate key learning processes. By showing the problem, the students are wished more active and interest in learning. So that, they can think clear enough what should they write to.

In conclusion, Problem-Based Learning used a Problem as trigger to the students in thinking to get the idea and apply the cooperative learning to solve the problem so the learning process can be more active.

D. Characteristics of Problem-Based Learning

According to Oon-Seng Tan , PBL has the following characteristics ;

1. The problem is the starting point of learning.
2. The problem is usually a real-world problem.
3. The problem calls for multiple perspectives.

²⁹http://en.wikipedia.org/wiki/Problem-based_learning(accessed on December 1 3rd, 2017)

4. The problem challenges students' current knowledge, attitudes and competencies.
5. *Self-directed learning* is primary. Thus, students assume major responsibility for the acquisition of information and knowledge.
6. *Harnessing of a variety of knowledge sources* and the use and evaluation of information resources are essential PBL processes.
7. Learning is *collaborative, communicative and cooperative*.
 - a) Development of *inquiry and problem-solving skills* is as important as content knowledge acquisition for the solution of the problem. The PBL tutor thus facilitates and coaches through questioning and cognitive coaching.
 - b) Closure in the PBL process includes *synthesis and integration* of learning.
 - c) PBL also concludes with an *evaluation and review* of the learner's experience and the learning processes.³⁰

These ten characteristics make PBL(Problem Base Learning) different from other methods. These Characteristics became the main components in applying PBL method. It is also clearly seen that these ten characteristics asks the students for actively involving in classroom activity. Collaborating, nurturing the individual and creative and critical thinking ask the students to responsible for their own learning. The role of teacher in PBL is to facilitate and coach through questioning and cognitive coaching. Once these ten

³⁰Tan, Oon-Seng. 2003. *Problem-Based Learning Innovation: Using Problems to Power Learning in the 21st Century*. Singapore: Seng Lee Press

characteristics applied in classroom, it was help both student and teachers in creating a good atmosphere where the learners have a great responsibility in achieving their success in leaning.

E. Action Hypothesis

Based on theoretical framework above, the reasearcher formulates the action hypothesis that the use of problem base learning methode can improve the students' narrative writing ability at the eleventh grade of MA Darul A'mal.

CHAPTER III

RESEARCH MEHODOLOGY

A. Variable and Operational Definition of Variables

1. Dependent Variable

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research is the students' Writing Ability. The improving of students' Argumentative Writing through Problem Based Learning Method at Eleventh grade students MA Darul A'mal Metro Barat.

2. Independent Variable

Independent variable is the variable that is selected and used by the researcher to give effect to the dependent variable. Using Problem Based Learning Method is the independent variable of this research.

Moreover, indicator of this variable is the student can make concrete and interest of what is Argumrntative Writing. Also, the students can catch the information in the passage. Problem Based Learning is one of Method to make English teaching and learning lively and make students more enjoy and fun to learn reading comprehension.

B. Reasearch Setting

The researcher is going to conduct the research at MA Darul A'mal Metro using a type of research. It is a classroom Action Research (CAR)

which focuses on improving the students' argumentative writing ability at MA Darul A'mal Metro Barat on Jl.Pesantren Mulyojati 16 B Metro Barat.

C. Research subject

The subject of this research are the student of eleventh grade of MA Darul A'mal Metro Barat especially the eleventh-IPA 2 women class. Totally 20 students.

D. Research procedures

In this research, the writer employed classroom action research. The writer could encourage the student's to participate in the process of learning activities and improve the student's writing argumentative learning process by using Problem Based Learning.

Action research is method of professional self-development which involves the systematic collection and analysis of data to practice³¹. According to Donald, action research is a process to improve education by incorporating changeand involves educators working together to improve their own practice.³² It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be. Moreover, SuharsimiArikunto explains that classroom action research is the inquiry about teaching and learning by action in the class³³.It means that classroom action research is a form of inquiry that enables practitioners everywhere to investigate and evaluate their work in the

³¹Michael J Wallace, *Action Research For Language Teacher*, (New York: Cambridge University Press, 1998), p.255

³² Donald, Jacobs, Sorensen, and Razavieh, 2010, *Introductionto Research in Education Eighth Edition*, Canada: Wadsworth, Cengage, Learning, p.514.

³³SuharsimiArikunto, *PenelitianTindakanKelas*,(Jakarta: BumiAksara, 2012), p.3

class. In addition, Yogesh Kumar states that action research is a method for improving and modifying the working system of a classroom in school.³⁴ From the explanation above, it can be inferred that classroom action research is a research in teaching and learning in the class which the aim is to solve problem or to repair something.

Action Research is a process in which participants examine their own educational practice systematically and carefully using the techniques of research. It is based on the assumptions:

1. teachers and principals work best on problems they have identified for themselves;
2. teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently;
3. teachers and principals help each other by working collaboratively;
4. working with colleagues helps teachers and principals in their professional development.³⁵

Action research is a form of *collective self-reflective* enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or education practices, as well as their understanding of these

³⁴Singh, Yogesh Kumar, 2006, *Fundamental of Research Methodology and Statistics*, New Delhi: New Age International Publisher. P. 261

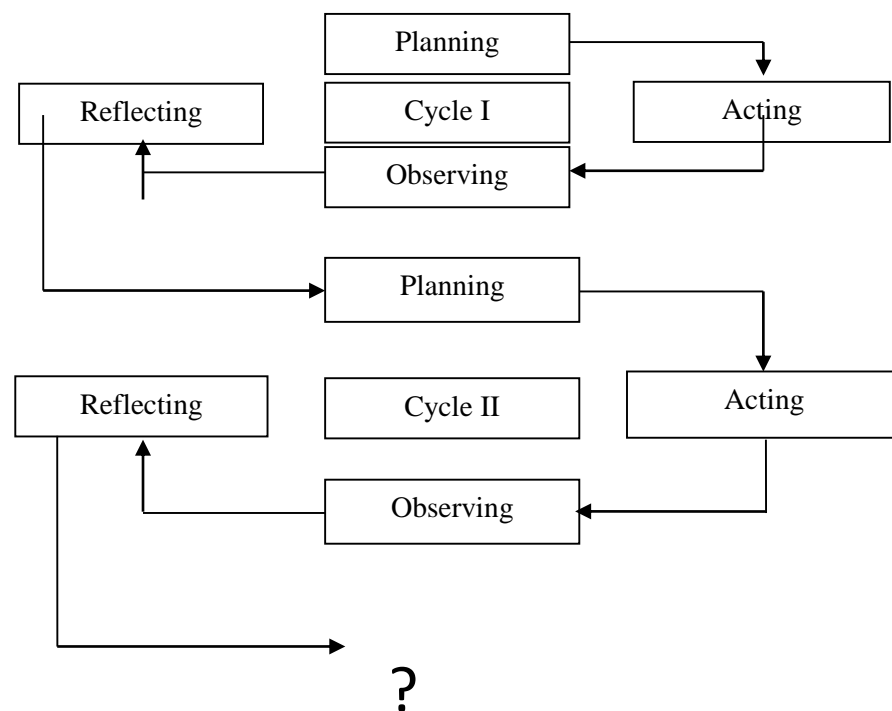
³⁵<http://www.madison.k12.wi.us/sod/car/carhomepage.html>

practices and the situations in which these practices are carried out³⁶. It means that action research is a practical way of looking at your practice in order to check whether it is as you feel it should be.

Action research deals with social practice and it involves the direct interaction of teachers and group of students. It is portrayed as a cyclical spiral process involving step of planning, acting, observing, and reflecting³⁷.

It is normal for a project to go through two or more cycles in an interactive process; the improvement of research can be seen from a series of cycles, each incorporating lesson from previous cycles.

Here is step of classroom action research design:



³⁶McNiff, Jean Whitehead, *Action Research: Principles and Practice*, Second Edition, London and New York, 2002,, p.24

³⁷Suharsimi Arikunto. *Op, Cit.*, p.16

Figure 1. Spiral Classroom Action Research³⁸

Class Action Research (CAR) are?

1. Cycle 1

a. Planning

Planning is the first step in every activity, Writer explains about what, why, when, where, who and how the action is done.³⁹ Without planning, the writer's activity was not focus. The planning was be reference in doing action. Here is the step that the writer can make in planning:

- 1) The writer identifies the problem causes and finds the problem solving
- 2) The writer makes a lesson plan
- 3) The writer prepares the material, approach and technique of teaching
- 4) The writer prepares the source of learning
- 5) The writer prepares format to observe
- 6) The writer prepares format to evaluate the students' activities after teaching learning process.

³⁸*Ibid*, p. 16

³⁹*Ibid*, p. 17

b. Acting

Doing action is the second step in activity. It is the realization from the planning the writer has made.⁴⁰ Without the action the planning just imagination that never can be real. There are the steps that the writer does in the action:

- 1) The teacher applies the lesson plan
- 2) The teacher explains the advantages of using Problem Based Learning Method in learning process
- 3) The teacher explains the strategies of learning process by using Problem Based Learning method
- 4) The teacher guides the students in teaching learning process based on the lesson plan.

c. Observing

Observing is the activity of recording the even and action. Based on the observation, the writer can determine whether there is anything that the writer has to be improved soon in order that the action can achieve the aim of writer wants. The observation is doing in teaching learning process. In this step, the writer observes the process of teaching learning by using form of observation.

⁴⁰*Ibid*, p. 18

d. Reflecting

The reflecting is the fourth steps that writer is done. The writer was try to see and amuse again something that writer has done. It is also know whether there is effect to the students' learning process. By reflection, the writer and teacher was know the strength and weakness from action that the writer and teacher have done. The writer decides that the next cycle focused on the weakness in preview cycle.

2. Cycle II**a. Planning**

- 1) The writer identifies the problem and finds the problem from the first cycle
- 2) The writer makes a lesson plan
- 3) The writer prepares the material, method and strategy of teaching
- 4) The writer prepares the source of learning
- 5) The writer prepares format to observe
- 6) The writer prepares format to evaluate the student's activities after teaching learning process.

b. Acting

The writer applies the action plan II.

c. Observing

In this step, the writer observes the process of teaching learning by using format of observation to collect the data in action plan II.

d. Reflecting

In this step, the writer was compare the score of pre-test and post test. The writer reviews and reflects on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collecting Method

Bellow some technique to collect the data:

1. Observation

Is a monitoring and recording systematically to the phenomenon that is investigated. Moreover, the research used activities given and whether they get bored or not with that activities given. These students and the teacher's activities are observed and noticed by the observer.

2. Test

To collect the data, the writer used the test in order to know the student's ability in understanding the material given by the teacher.

a. Pre test

After observing the activities, the writer was give pretest to know how far the students' ability to write argumentative text before giving treatments. This was be done to determine the readiness for instructional program and to diagnose individual specific strengths and weakness in ability to write argumentative text.

b. Post test

After treatments the writer was be give them posttest. It was be done to know the students' result in learning to write argumentative text by using problem base learning after giving twice treatment.

c. Documentation

Documentation is method that is used to get information from written sources of documents like books, magazines, regulation, notes of meeting and daily report.

The research was use the documentation technique to get the data of the research setting, the students' argumentative writing and the result of interview. It is aimed be the evidences of the research.

d. Field note

To collect the more accurately, the writer was use field note to make easy when analyze the data. This is to know students activities during teaching process. It is done after finishing teaching and learning process.

F. Data Analysis Method

1. To analysis of the study result

To analysis of the study result the researcher use the formula as follow:

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

Note:

M = the average score

$\sum x$ = Total of the score every cycle

N = Total of the students that follow the test

Then the average score of the pretest were compared to know whether the students get any progress the researcher used the following formula:

$$I = M_2 - M_1$$

Note:

I = the increasing of students' ability

M₁ = oral the average score of post-test

M₂ = the average score of the pre test

2. Indicator of Success

To analysis of the class completeness, the researcher use the formula as follow:

$$\text{The class completeness level} = \frac{\text{the students that get score} \geq 70 \times 100\%}{\text{total students}}$$

The writer was compare between pretest and posttest to know the result. The writer was use minimum standard(MMC) at the school at least 70 as the filter of the result. If from the cycle I, the writer finds some students who have the score under minimum standard, cycle 2 was be conducted. The minimum cycle in classroom action research is two cycles. Writer does not need to continue to the next cycle if all of the students pass through the filter or minimum standard.

The researcher also establishes the measurement of good paragraph in writing. The good paragraph must consist of content, organization, vocabulary, discourse, grammar, and mechanical of

writing. Some specifications would be decided by the researcher as follows:

Table 3
Specification of Writing Performance⁴¹

The writing scoring profile is presented as scoring rubric as follow:

| Aspect | Score Level | Criteria |
|---------|-------------|---|
| CONTENT | 27-30 | <p>VERY GOOD TO EXCELLENT</p> <ul style="list-style-type: none"> - knowledgeable - substantive - thorough development of thesis - relevant to assigned topic |
| | 22-26 | <p>AVERAGE TO GOOD</p> <ul style="list-style-type: none"> - some knowledge of subject - adequate range - limited development of thesis - mostly relevant to topic, lacks detail |
| | 21-17 | <p>POOR TO FAIR</p> <ul style="list-style-type: none"> - limited knowledge of subject - little substance |

⁴¹Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*(2nd Ed). New York: Addison Wesley, 2001. P. 357 - 358

| | | |
|--------------|-------|---|
| | | - inadequate development of topic |
| | 13-16 | <p>VERY POOR</p> <ul style="list-style-type: none"> - does not show knowledge of subject - non-substantive - not pertinent |
| ORGANIZATION | 18-20 | <p>VERY GOOD TO EXCELLENT</p> <ul style="list-style-type: none"> - fluent expression - ideas clearly stated/supported - succinct - well-organized - logical sequencing - cohesive |
| | 14-17 | <p>AVERAGE TO GOOD</p> <ul style="list-style-type: none"> - somewhat choppy - loosely organized but main ideas stand out - limited support - logical but limited sequencing |
| | 10-13 | <p>POOR TO FAIR</p> <ul style="list-style-type: none"> - non-fluent - ideas confused or disconnected - lacks logical sequencing. |
| | 7-9 | VERY POOR |

| | | |
|--------------|-------|---|
| | | <ul style="list-style-type: none"> - does not communicate - no organization |
| VOCABULARY | 18-20 | <p>VERY GOOD TO EXCELLENT</p> <ul style="list-style-type: none"> - sophisticated range - effective word/idiom choice and usage - word form mastery - appropriate register |
| | 14-17 | <p>AVERAGE TO GOOD</p> <ul style="list-style-type: none"> - adequate range -occasional errors of word/idiom form, choice, usage but meaning not obscured |
| | 10-13 | <p>POOR TO FAIR</p> <ul style="list-style-type: none"> - limited range - frequent errors of word/idiom form, choice, usage - meaning confused or obscured |
| | 7-9 | <p>VERY POOR</p> <ul style="list-style-type: none"> - essentially translation -little knowledge of English vocabulary, idioms, and word form |
| LANGUAGE USE | 22-25 | <p>VERY GOOD TO EXCELLENT</p> <ul style="list-style-type: none"> - effective complex constructions |

| | | |
|--|-------|---|
| | | -few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions |
| | 18-21 | AVERAGE TO GOOD <ul style="list-style-type: none"> - effective but simple construction - minor problems in complex constructions - several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured |
| | 11-17 | POOR TO FAIR <ul style="list-style-type: none"> - major problems in simple/complex constructions -frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns prepositions, and/or fragments, run-ons, deletion - meaning confused or obscured |
| | 5-10 | VERY POOR <ul style="list-style-type: none"> - virtually no mastery of sentence construction rules - dominated by errors |

| | | |
|-----------|---|---|
| | | - does not communicate |
| MECHANICS | 5 | <p>VERY GOOD TO EXCELENT</p> <ul style="list-style-type: none"> - demonstrates mastery of conventions - few errors of spelling, punctuation, capitalization, and paragraphing |
| | 4 | <p>AVERAGE TO GOOD</p> <ul style="list-style-type: none"> - occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured |
| | 3 | <p>POOR TO FAIR</p> <ul style="list-style-type: none"> - frequent errors of spelling, punctuation, capitalization, and paragraphing - poor handwriting - meaning confused or obscured |
| | 2 | <p>VERY POOR</p> <ul style="list-style-type: none"> - no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, and paragraphing - handwriting illegible |

G. Data Analysis Technique

The researcher was compare between pre-test and post-test. Then, the result is matched by the minimum standart score in this school at least 70. If from the cycle 1, there some student not successful, the researcher must conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in the cycle 2 all of the students are successful. It is not continue to other cycle.

Burhan arrages the formula to get the average of pre-test and post-test as follows :⁴²

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

Note:

\bar{x} = Average score

$\sum x$ = The total number of student's score

N = Total of Students.

H. Validity of Research

Validity is the extent to which the precision and accuracy of an instrument in performing the function of measuring⁴³

There are four validities is use in doing this research. Such as: (1) democratize validity; whilethe researcher is given a chance collaborate and review suggestion from related parties. Democratize validity is openness from the teacher as implementer of classroom action research; (2) content validity, it is asking how to relation between instrument with the purpose and the description of the

⁴²BurhanNurgiyanto, GunawandanMarzuki, *StatistikTerapanuntukPenelitianIlmu-IlmuSosial*, (Yogyakarta: Gajah Mada University Press, 2004), P.64

⁴³*Ibid*, p. 106

materials that was be learned; (3) construct validity, refers to whether the instrument actually reflect the true theoretical meaning of a concept; (4) dialogic validity, where the researcher and collaborator discuss about the action that they do.⁴⁴The researcher uses all research validity.

⁴⁴*Ibid.*, P.41

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of the Research Location

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organisational school.

a. Brief History About the Establishment of MA Darul A'mal

Metro Barat

Madrasah Aliyah Darul A'mal is located in Mulyojati Village, Metro City Metro District, established in 1990, founded by the father KH. Khusnan Mustafa Ghufran and gained support from the surrounding community.

Madrasah Aliyah Darul A'mal Mulyojati who is now include in the Mulyojati district, Central Lampung in blooming into three district/ cities of East Lampung. City Administration Metro and Central Lampung itself this happened in 1999, then in 2000 district/ municipal administrasion Metro in substitute to Metro City and from then on the location of Madrasah Aliyah is set at jalan Pesantren Mulyojati 16 B Kecamatan Metro Barat Kota Metro.

At the beginning of the Madrasah Aliyah Darul A'mal was headed by Dra. Susiyati until 2001 then in the next year headmaster held by Mr. Drs. Hi. Sutrisno until now.

At this time Madrasah Aliyah Darul A'mal is accredited with a Decree (SK) from Ministry of Religious Affairs of Lampung Province Number : D/KW/MA/MT/235/2006, and rank "B" with Madrasah Statistic Number .131218720003.

b. Geographical Location

MA Darul A'mal Metro Barat is located in geographic area with Lowland category. MA Darul A'mal Metro Barat is in stranded position because of the location of the school located in an area easily accessible and found, as it is close to the highway. In addition, its location is surrounded by a supportive community making MA Darul A'mal become a conducive place for teaching and learning activities.

Located on Jln. Pesantren. Mulyojati Village, Metro District of Lampung Province, with the following restrictions:

- 1) The west side is bordered by highway and residential area.
- 2) East border with river and paddy fields.
- 3) South side adjacent to residential area.
- 4) North side is adjacent to residential area.

c. Facilities and Infrastructure of MA Darul A'mal Metro Barat

The facilities and infrastructure of MA Darul A'mal Metro Barat in academic year of 2017/2018 can be identified as follows;

Tabel 4

Facilities and Infrastructure of MA Darul A'mal Metro Barat

| No | Facilities | Conditions | | | Total |
|-----|-------------------------|------------|------------------|-----------------|-------|
| | | Good | Slightly damaged | Serious damaged | |
| 1. | Principal room | 1 | | | 1 |
| 2. | Vice principal room | 1 | | | 1 |
| 3. | Teacher room | 2 | | | 2 |
| 4. | OSIS room | 1 | | | 1 |
| 5. | BP room | 1 | | | 1 |
| 6. | Administrasi staff room | 1 | | | 1 |
| 7. | Skill room | 1 | | | 1 |
| 8. | Library | 1 | | | 1 |
| 9. | Computer lab | 1 | | | 1 |
| 10. | Science lab | 1 | | | 1 |
| 11. | Language lab | 1 | | | 1 |

| | | | | | |
|--------------|------------------------|-----------|----------|--|-----------|
| 12. | Classroom | 10 | 4 | | 10 |
| 13. | Principal bathroom | 1 | | | 1 |
| 14. | Teacher bathroom | 1 | | | 1 |
| 15. | Student bathroom | 1 | | | 1 |
| 16. | UKS | 1 | | | 1 |
| 17. | Hall | 1 | | | 1 |
| 18. | Mosque | 1 | | | 1 |
| 19. | Canteen | 1 | | | 1 |
| 20. | Warehouse | 1 | | | 1 |
| 21. | Student dorm | 14 | | | 14 |
| 22. | School keeper house | 1 | | | 1 |
| Total | | 50 | 4 | | 54 |

Source: The documentation result of facilities and infrastructure in academic year of 2017/2018

a. Teacher and Staff Names in MA Darul A'mal Metro Barat

The teacher and staff names of MA Darul A'mal Metro Barat in academic year 2017/2018 can be identified as follows:

| No | Name | Sex | Position |
|-----|--------------------------|--------|-----------------------|
| 1. | Drs. H. Sutrisno, M.Pd.I | Male | Headmaster |
| 2. | Kh. Zainal Abidin | Male | Fiqih teacher |
| 3. | Drs. Warsikan | Male | Aqidah akhlak teacher |
| 4. | Wahid Asngari, M.Pd.I | Male | Arabic teacher |
| 5. | Muqorobin ,M.Pd.I | Male | Qur'an hadist teacher |
| 6. | Muhammad Ansori, SHI | Male | Islamic teacher |
| 7. | H. Mustofa, S.Pd.I | Male | Islamic teacher |
| 8. | Zainal Mahmudi, S.Pd. I | Male | Islamic teacher |
| 9. | Lukman Hakim, S.Pd. I | Male | Islamic teacher |
| 10. | Dra. Siti Subha | Female | Treasurer |
| 11. | Zamroni Aly, S.Pd.I | Male | Islamic Teacher |
| 12. | Binti Ngasarotun, M.Pd.I | Female | Economic Teacher |
| 13. | Supriyati,S.Pd | Female | Sience teacher |
| 14. | Ngatiman,S.Pd.I | Male | Matematic teacher |
| 15. | Suwarni,S.Pd. | Female | Matematic teacher |
| 16. | Yos Eka Virman,S.Pd | Male | Indonesian teacher |
| 17. | Husnil Fajariah,S.Pd | Female | English teacher |
| 18. | Samini,S.Pd | Female | Indonesian teacher |
| 19. | Dra. Ambar Yogianti | Female | Councilor |
| 20. | Siti Zubaidah,S.Pd | Female | Indonesian teacher |
| 21. | Dwi Pertiwi,S.Pd | Female | Indonesian teacher |
| 22. | Wahadi Guna,SHI | Male | Social teacher |
| 23. | Siti Mudawamah,SHI | Female | Counselor |

| | | | |
|-----|--------------------------|--------|---------------------|
| 24. | Elly Prasetyo,S.Pd | Male | Science teacher |
| 25. | Wahyu Titi Pratitis,S.Pd | Male | Science teacher |
| 26. | Meilina Vika H, S.Kom | Female | Computer teacher |
| 27. | Agus Angga Prabowo, S.Pd | Male | Social t eacher |
| 28. | Novika Saputri,S.Pd | Female | Science teacher |
| 29. | Johan Iswahyudi, S.Pd | Male | Sport teacher |
| 30. | Mufid Arsyad,M.Pd. I | Male | Siience teacher |
| 31. | Tony Wijaya | Male | Social teacher |
| 32. | Julyanto,S.S | Male | English teacher |
| 33. | Muhammad Taufiq | Male | Computer laboran |
| 34. | M. Zakaria Mahmudi | Male | Adminstration staff |
| 35. | Abdul Aziz | Male | Counselor |
| 36. | Mu'arifatul Latifah | Female | Adminstration staff |
| 37. | Ridlo Alfansuri,S.Pd | Male | Matematic teacher |
| 38. | Eko Puji Astuti | Female | Matematic teacher |
| 39. | Rendi Sonia Terwendi | Male | Security |

| | | | |
|-----|----------------------|--------|-------------------|
| 38. | Eko Puji Astuti | Female | Matematic teacher |
| 39. | Rendi Sonia Terwendi | Male | Security |

Table 5

The Teacher and Staff Names in MA Darul A'mal Metro Barat

Source: The documentation result of MA Darul A'mal in academic year of 2017/2018.

b. The Quantity of The Student of MA Darul A'mal

The quantity of the students at MA Darul A'mal Metro Barat in academic year 2017/2018 can be identified as follows;

Table 6

Students Quantity at MA Darul A'mal Metro Barat

| NO | Class | Sex | |
|----|---------|------|--------|
| | | Male | Female |
| 1. | X IPA 1 | | 25 |
| 2. | X IPA 2 | | 32 |
| 3. | X IPA 3 | 32 | |
| 4. | X IPS 1 | 32 | 30 |
| 5. | X IPS 2 | | 30 |
| 6. | XI IPS3 | | 30 |
| 7. | X IPA 1 | 34 | |

| | | | |
|--------------|-----------|------------|------------|
| 8. | XI IPA 2 | | 25 |
| 9. | XI IPA 3 | | 30 |
| 10. | XI IPS1 | 36 | |
| 11. | XI IPS 2 | | 34 |
| 12. | XI IPS 3 | | 28 |
| 13. | XII IPA 1 | | 30 |
| 14. | XII IPA 2 | | 36 |
| 15. | XII IPA 3 | 35 | |
| 16 | XII IPS 1 | 24 | |
| 17 | XII IPS 2 | 28 | |
| 18 | XII IPS 3 | | 30 |
| TOTAL | | 221 | 349 |
| | | 570 | |

Source : The documentation of MA Darul A'mal Metro Barat in academic year2017/2018

c. Organization Structure of MA Darul A'mal Metro Barat

The organization structure of MA Darul A'mal Metro Barat in academic year 2017/2018 can be identified as follows;

Figure 1
Organization structure of MA Darul A'mal in The Academic Year
2017/2018

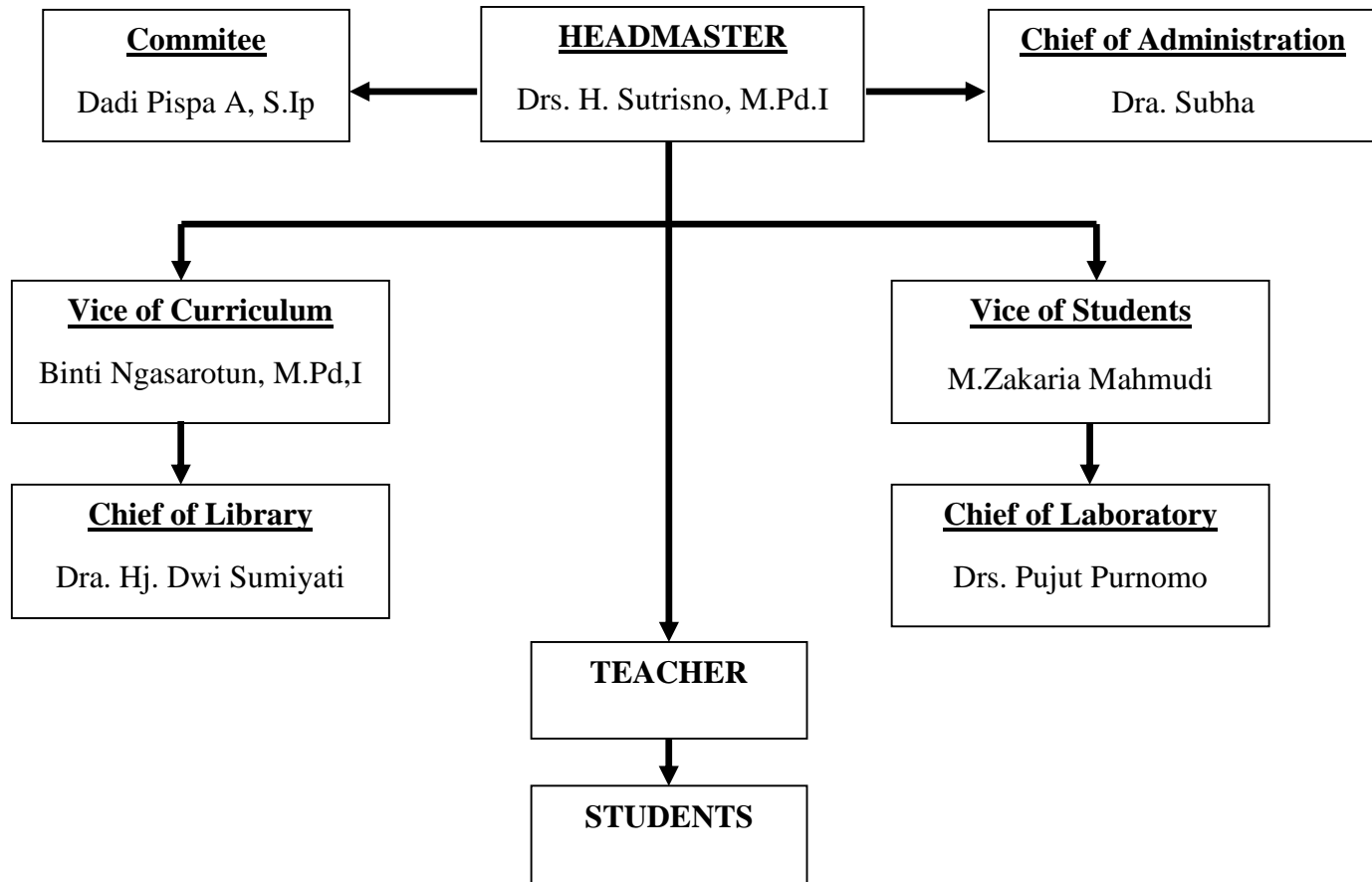
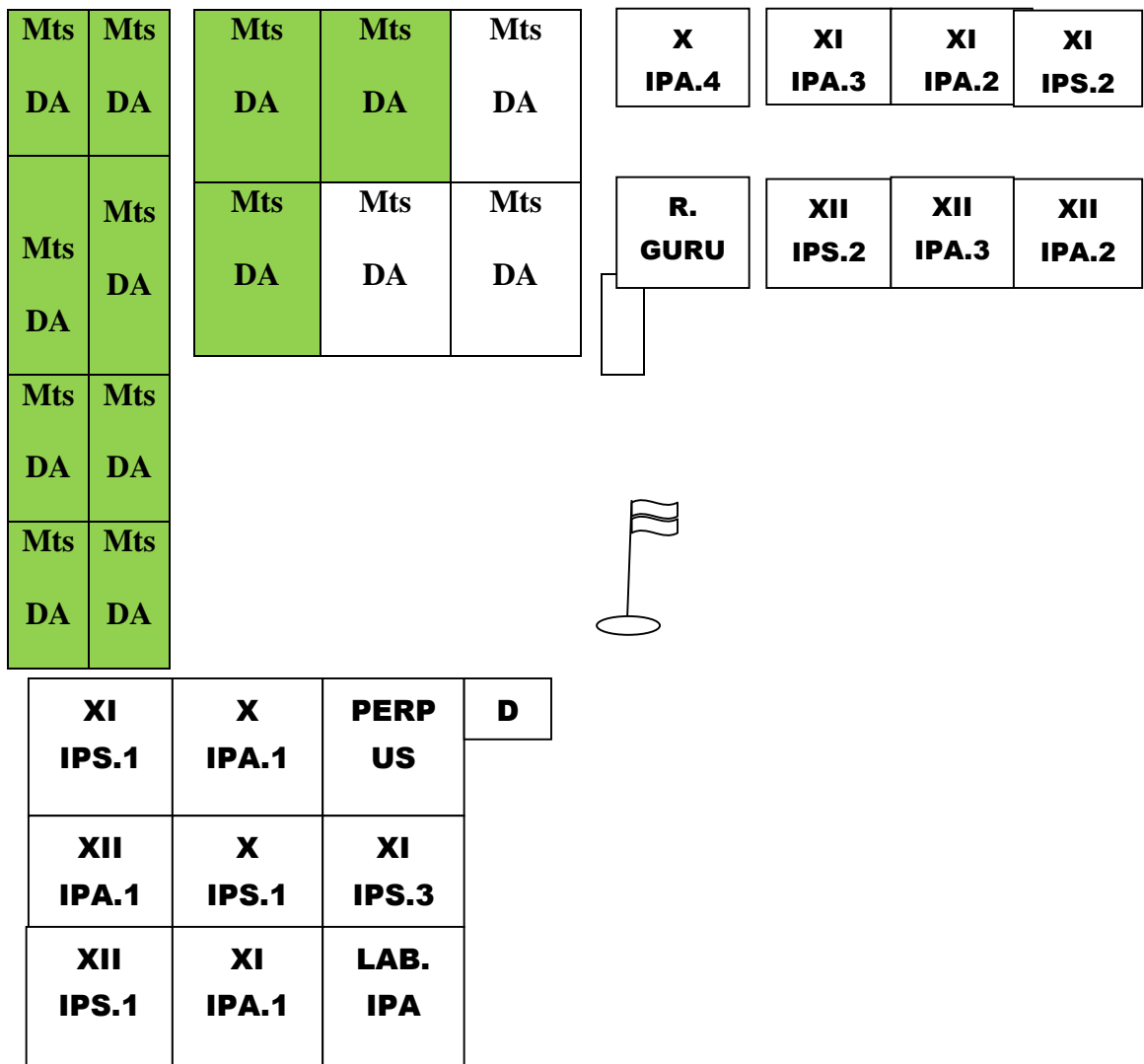


Figure 2

The Organization Structure of MA Darul A'mal West Metro



2. Description of the Research

This research was classroom action research, and it was conducted at the Eleventh Grade of senior High School Darul A'mal in the academic years of 2017/2018. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meetings. The students' result of writing argumentative text was gained through test which consisted of pre-test and post-test that was given to the students in the beginning of research and in the end of each cycle, while the students' activity was gained from the observation of the students' learning activities.

a. Pre Test

Pre-test was presented to students which was aimed to find out students' ability before the treatment was implemented. It was conducted on July, Thursday, 12th, 2018 at 11.30-13.00 A.M and it took about 90 minutes. In this meeting the researcher was being an observer and the collaborator was being a teacher.

Firstly, the collaborator opened the class by greeting, praying, checking the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about argumentative text for 40 minutes. Afterwards, to measure their skill before giving the treatment, the researcher gave them pre-test. The researcher used essay test which consisted of one topic which had to be completed for 40 minutes. Then, the result of pre-test can be seen on the table below :

Table 7**The Result of Pre-Test Score of Argumentative Text in Cycle I**

| NO | Students Code | Criteria of The Score | | | | | TOTAL | Note ≥ 70 |
|----|------------------|-----------------------|-----|-----|------|------|-------|----------------|
| | | Cont | Org | Voc | Lang | Mech | | |
| 1 | AFI | 13 | 8 | 9 | 5 | 2 | 37 | Incomplete |
| 2 | AH | 13 | 9 | 9 | 5 | 2 | 38 | Incomplete |
| 3 | AI | 18 | 9 | 13 | 5 | 2 | 47 | Incomplete |
| 4 | AIN | 17 | 13 | 13 | 5 | 3 | 51 | Incomplete |
| 5 | CAS | 15 | 12 | 13 | 5 | 2 | 47 | Incomplete |
| 6 | DAF | 13 | 9 | 9 | 5 | 2 | 38 | Incomplete |
| 7 | DL | 13 | 12 | 9 | 5 | 2 | 41 | Incomplete |
| 8 | EKNS | 13 | 7 | 7 | 5 | 2 | 34 | Incomplete |
| 9 | ES | 13 | 10 | 9 | 5 | 2 | 39 | Incomplete |
| 10 | EL | 17 | 9 | 9 | 5 | 2 | 42 | Incomplete |
| 11 | ETR | 17 | 9 | 9 | 5 | 2 | 42 | Incomplete |
| 12 | FM | 13 | 11 | 13 | 5 | 2 | 44 | Incomplete |
| 13 | FD | 17 | 10 | 13 | 5 | 2 | 47 | Incomplete |
| 14 | IAS | 17 | 13 | 13 | 5 | 2 | 50 | Incomplete |
| 15 | IH | 15 | 13 | 13 | 5 | 2 | 48 | Incomplete |
| 16 | K | 21 | 15 | 15 | 15 | 4 | 70 | Complete |
| 17 | LKS | 20 | 13 | 13 | 5 | 2 | 53 | Incomplete |

| | | | | | | | | |
|---------------------|-----|----|----|----|----|---|--------------|------------|
| 18 | LR | 13 | 7 | 7 | 5 | 2 | 34 | Incomplete |
| 19 | LY | 13 | 8 | 9 | 5 | 2 | 37 | Incomplete |
| 20 | MPI | 17 | 13 | 13 | 5 | 3 | 51 | Incomplete |
| 21 | NA | 17 | 13 | 13 | 5 | 2 | 50 | Incomplete |
| 22 | NK | 13 | 10 | 9 | 5 | 3 | 40 | Incomplete |
| 23 | NAP | 20 | 13 | 9 | 5 | 2 | 49 | Incomplete |
| 24 | RD | 22 | 15 | 15 | 14 | 4 | 70 | complete |
| 25 | RF | 17 | 12 | 9 | 5 | 2 | 45 | Incomplete |
| High Score | | | | | | | 70 | |
| Lowest Score | | | | | | | 34 | |
| Average | | | | | | | 45.76 | |

Note :

Cont : Content

Org : Organization

Voc : Vocabulary

Lang : Language

Mech : Mechanic

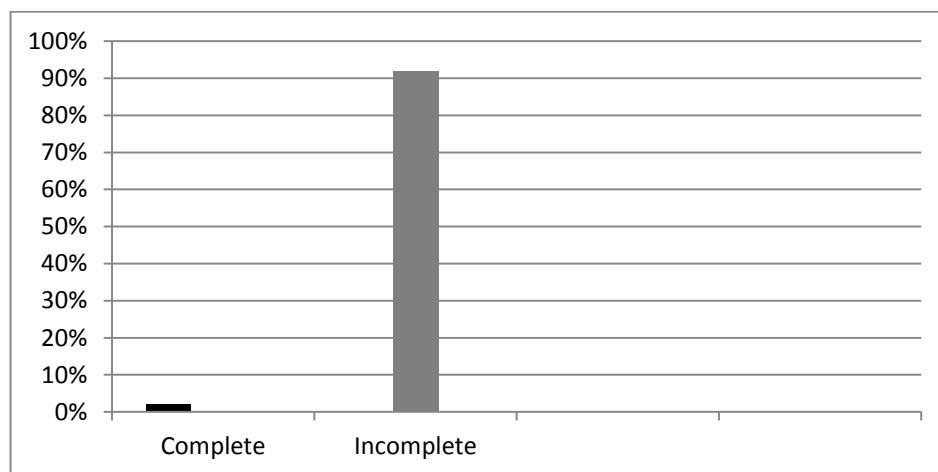
Table 8**Percentage of Students Writing Argumentative Text Pre-Test Score in Cycle I**

| Interval | Frequency | Percentage | Explanation |
|--------------|-----------|-------------|-------------|
| ≥ 70 | 2 | 8% | Complete |
| ≤ 70 | 23 | 92% | Incomplete |
| Total | 25 | 100% | |

the graph of percentage students Argumentative text writing pre-test score could be seen as follow:

Figure 3

**Percentage of Students Writing Argumentative Text Pre-Test Score
in Cycle I**



Based on the result of students' Argumentative text pre-test score, it could be inferred that there was only 8% or 2 students for the score among the interval of

≥ 70 who passed the Minimum Standart Criteria (MSC) at least 70 while 92% or 23 students for the score among the interval of ≤ 70 did not pass the Minimum Standart Criteria (MSC) of less than 70. It indicated that the result of students argumentative text in writing was still low. It was the reason why the writer used Problem Based Learning Method to increase students argumentative writing skill. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

b. Cycle I

Cycle 1 was divided into planning, acting, observing and reflecting

1) Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was argumentative text. The material included the definition, the generic structure, the language features and the example of argumentative text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that was be observed during teaching learning process.

2) Acting

The action is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 9**The Schedule of Action in Cycle 1**

| Meeting | Day/Date | Time |
|-----------------|--------------------------------------|-------------------|
| 1 st | Thursday, July 19 th 2018 | 11.30 – 13.00 a.m |
| 2 nd | Friday, July 20 th 2018 | 08.00 – 09.30 a.m |

a.) First meeting

The first meeting was conduct on Thrusday, July 19th 2018 at 11.30 – 13.00 p.m, and it took about 2x45 minutes or 90 minutes. In this meeting the researcher was a teacher and Husnil Fajriah, S.Pd was the collaborator as well as an observer.

At the beginning of teaching learning process, the writer greeted students by saying “salam and good morning” and all of students answered by saying “salam and good morning miss” friendly. Then, the writer asked about their condition first before checked attendance list. Before giving the material, the researcher gave some question, for example “what do you know about Text?”. Some students could answer it but they used Indonesian language. It could happen because they usually discussed it in Indonesian language. Therefore, the researcher explained about what is Text in English first before she explained about argumentative.

Then, the writer explained about the characteristics of text and how to make a good text. After that, the explanation continued about argumentative text. Most of students still did not understand about it. Next, the writer invited the students to divide into five group and pick picture about the topic. The researcher gave some pictures in white board and the students had to make argument about the topic with grup.

After 2 x 45 minutes the bell rang and the writer closed the lesson and reminded the students that it would be discussed in the next meeting.

b.) Second Meeting

The second meeting was conducted on Friday, July 20th, 2018 at 08.00-09.30 A.M. this meeting used to post-test I, for 2x45 minutes after the students given the action. The writer greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about argumentativetext and how to create it. Then, at the end of this meeting the writer gave post-test cycle 1 with the similar task on pre-test before. The students had to create aargumentative text based on the themes given in 40 minutes. The students did it seriously. It seemed that the students' score was be improved. The score of post-test cycle 1 can be seen on the table below:

Table 10**The Result of Students Argumentative Text Post-Test I Score in Cycle I**

| NO | Students Code | Criteria of The Score | | | | | TOTAL | Note ≥ 70 |
|----|------------------|-----------------------|-----|-----|------|------|-------|----------------|
| | | Cont | Org | Voc | Lang | Mech | | |
| 1 | AFI | 21 | 14 | 15 | 15 | 2 | 67 | Incomplete |
| 2 | AH | 21 | 14 | 14 | 15 | 2 | 66 | Incomplete |
| 3 | AI | 22 | 14 | 16 | 15 | 3 | 70 | Complete |
| 4 | AIN | 22 | 15 | 17 | 18 | 2 | 74 | Complete |
| 5 | CAS | 21 | 15 | 16 | 16 | 3 | 71 | Complete |
| 6 | DAF | 22 | 14 | 15 | 14 | 2 | 67 | Incomplete |
| 7 | DL | 21 | 15 | 14 | 12 | 2 | 64 | Incomplete |
| 8 | EKNS | 20 | 14 | 14 | 13 | 3 | 64 | Incomplete |
| 9 | ES | 20 | 14 | 14 | 15 | 2 | 65 | Incomplete |
| 10 | EL | 20 | 14 | 14 | 14 | 2 | 64 | Incomplete |
| 11 | ETR | 21 | 15 | 16 | 15 | 2 | 69 | Incomplete |
| 12 | FM | 21 | 15 | 16 | 15 | 3 | 70 | Complete |
| 13 | FD | 22 | 15 | 16 | 16 | 3 | 72 | Complete |
| 14 | IAS | 20 | 14 | 14 | 13 | 3 | 64 | Incomplete |
| 15 | IH | 22 | 15 | 16 | 15 | 2 | 70 | Complete |
| 16 | K | 22 | 15 | 17 | 15 | 3 | 72 | Complete |
| 17 | LKS | 21 | 14 | 15 | 15 | 2 | 67 | Incomplete |

| | | | | | | | | |
|---------------------|-----|----|----|----|----|---|-------------|------------|
| 18 | LR | 21 | 14 | 15 | 13 | 2 | 65 | Incomplete |
| 19 | LY | 21 | 15 | 17 | 15 | 2 | 70 | Complete |
| 20 | MPI | 20 | 14 | 15 | 13 | 2 | 64 | Incomplete |
| 21 | NA | 22 | 15 | 17 | 17 | 3 | 74 | Complete |
| 22 | NK | 21 | 15 | 15 | 13 | 2 | 66 | Incomplete |
| 23 | NAP | 21 | 15 | 16 | 15 | 3 | 70 | Complete |
| 24 | RD | 22 | 16 | 16 | 15 | 3 | 72 | Incomplete |
| 25 | RF | 22 | 16 | 17 | 16 | 2 | 73 | Complete |
| High Score | | | | | | | 74 | |
| Lowest Score | | | | | | | 64 | |
| Average | | | | | | | 68.4 | |

Note :

Cont : Content

Org : Organization

Voc : Vocabulary

Lang : Language

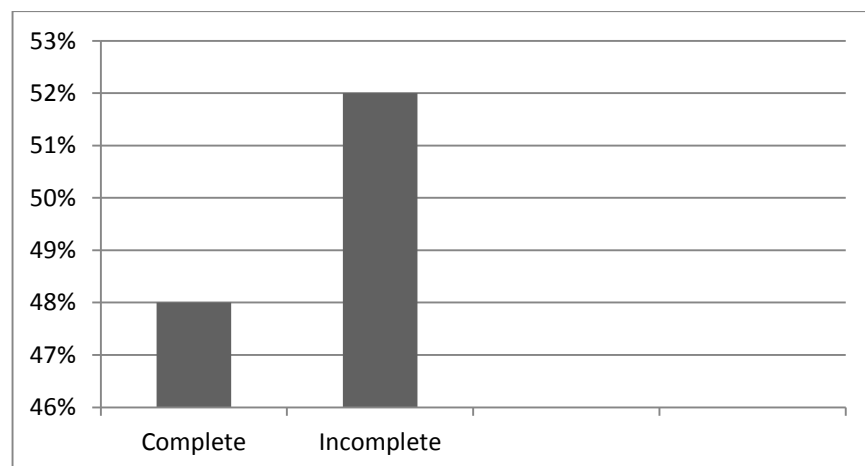
Mech: Mechanic

Table 11
Percentage of Students Writing Argumentative Text
Post-Test I Score in Cycle I

| Interval | Frequency | Percentage | Explanation |
|--------------|-----------|-------------|-------------|
| ≥ 70 | 12 | 48% | Complete |
| ≤ 70 | 13 | 52% | Incomplete |
| Total | 25 | 100% | |

Source: The result score of writing post test 1 at XII IPA 2.class of MA Darul A'malWestMetro on Friday, July 20th 2018

Figure 4
Percentage of Student Writing Argumerntative Text Post-Test I Score in
Cycle I



Based on the result of students' writing Argumentative text post-test I score, it could be conclude that there was 56% or 16 students for the score among the interval ≤ 70 did not passed the Minimum Standard Criteria (MSC) at least while 44% or 11 students for the score among the interval of ≥ 70 passed the Minimum Standard Criteria (MSC) or less than 70. In addition, the average score of post-test I was 68,4. It indicated that the result of students writing argumentative text was increase that the pre-test score was 45,76, but viewed from the indicator of success of this research that 70% of the total students must pass the Minimum Standard Criteria (MSC). It meant that the result of post-test I was unsuccessful based on the indicator of success.

3) Observing

In observation of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about writing text especially Argumentative text by using Problem Based Learning Method.

While the treatment was being executed, the student activities during the learning process wer also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' activities were:

- a) The students pay attention of the teacher explanation.

- b) The students answered the question from the teacher.
- c) The students able do the task.
- d) The students active in the class.

The result of the students' learning activities could be seen as follow:

Table 12

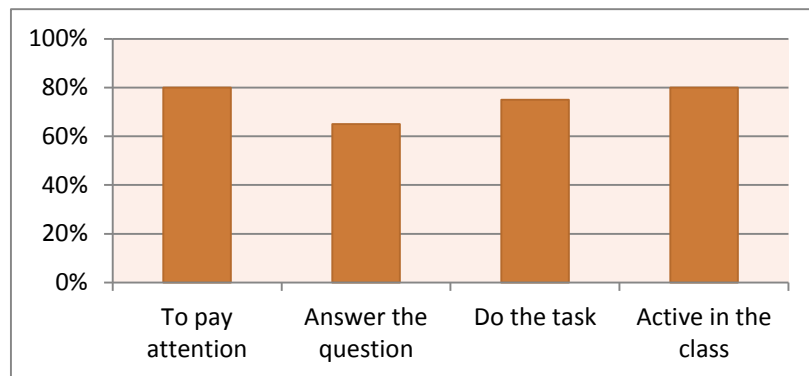
The students' Activities in Cycle I

| No | Students Activities | Frequency | Percentage |
|-----------------------|--|------------------|-------------------|
| 1 | Pay attention of the teacher explanation | 20 | 80% |
| 2 | The students' ask/answer question | 17 | 68% |
| 3 | The students able do the task | 19 | 76% |
| 4 | The students active in the class | 20 | 80% |
| Total Students | | 25 | |

Then the graph of percentage students activities in cycle I as follow:

Figure 5

Percentage of Students Activities in Cycle I



The table showed that not all the students' active in learning process. There were 20 students (80%) who gave attention to the teacher explanation. 17 students (68%) who understood the materials, 19 students (76%) were able to do the task and 20 students (80%) who active in the class.

4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Standard Criteria (MSC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of students' post-test I score. The comparison between post-test score and post-test I score was as follow:

Table 13
The Comparison Between Pre-Test and Post-Test I
Score in Cycle I

| NO | Name Initial | Pre-Test Score | Post-Test I Score | Increasing | Explanation |
|-----------|---------------------|-----------------------|--------------------------|-------------------|--------------------|
| 1. | AFI | 37 | 67 | 30 | Improve |
| 2. | AH | 38 | 66 | 28 | Improve |
| 3. | AI | 47 | 70 | 23 | Improve |
| 4. | AIN | 51 | 74 | 23 | Improve |
| 5. | CAS | 47 | 71 | 24 | Improve |
| 6. | DAF | 38 | 67 | 29 | Improve |
| 7. | DL | 41 | 64 | 23 | Improve |
| 8. | EKNS | 34 | 64 | 30 | Improve |
| 9. | ES | 39 | 65 | 26 | Improve |
| 10. | EL | 42 | 64 | 22 | Improve |
| 11. | ETR | 42 | 69 | 27 | Improve |
| 12. | FM | 44 | 70 | 26 | Improve |
| 13. | FD | 47 | 72 | 25 | Improve |
| 14. | IAS | 50 | 64 | 14 | Improve |
| 15. | IH | 48 | 70 | 22 | Improve |

| | | | | | |
|-------------------|-----|--------------|-------------|------------|---------|
| 16. | K | 70 | 72 | 2 | Improve |
| 17. | LKS | 53 | 67 | 14 | Improve |
| 18. | LR | 34 | 65 | 31 | Improve |
| 19. | LY | 37 | 70 | 33 | Improve |
| 20. | MPI | 51 | 64 | 13 | Improve |
| 21 | NA | 50 | 74 | 24 | Improve |
| 22 | NK | 40 | 66 | 26 | Improve |
| 23 | NAP | 49 | 70 | 21 | Improve |
| 24 | RD | 70 | 72 | 2 | Improve |
| 25 | RF | 45 | 73 | 28 | Improve |
| Total | | 1144 | 1710 | 566 | |
| Average | | 45.76 | 68.4 | | |
| High Score | | 70 | 74 | | |
| Low Score | | 34 | 64 | | |

Table 14

**The Comparison of Students' Pre-Test and Post-Test I Score in
Cycle I**

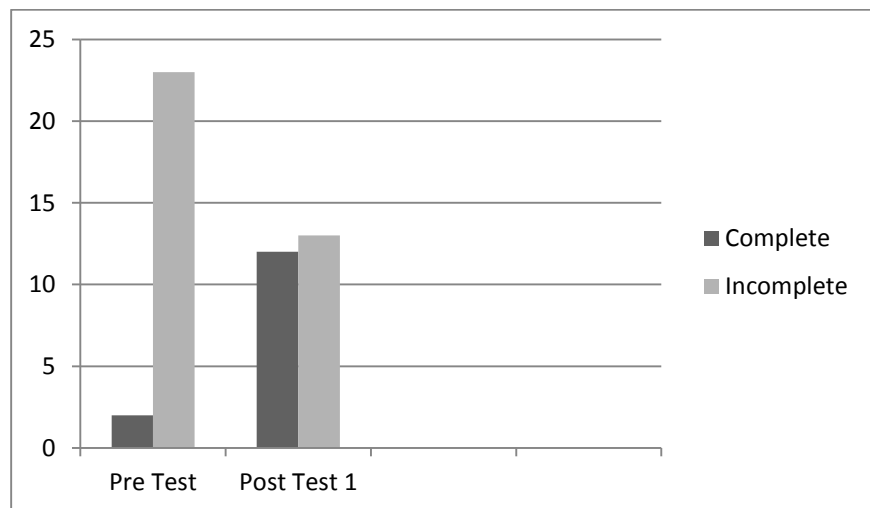
| Interval | Pre-Test | Post-Test I | Explanation |
|-----------------|-----------------|--------------------|--------------------|
| ≥ 70 | 2 | 12 | Complete |
| ≤ 70 | 23 | 13 | Incomplete |

| | | | |
|--------------|-----------|-----------|--|
| Total | 25 | 25 | |
|--------------|-----------|-----------|--|

Then, the graph of comparison students writing argumentative text pre-test and post-test I score in cycle I could be seen as follow:

Figure 6

**The Comparison of Students' Pre-Test and Post-Test I
Score in Cycle I**



The table and the graphic above, in pre-test it could be seen that total from 25 students, it could be conclude that 8% or 2 students among the interval ≥ 70 students, was complete the minimum standard criteria. Then the students who were incomplete the minimum standard criteria were 92% or 23 students among the interval ≤ 70 . In post-test I, it could be conclude that 48% or 12 students among the

interval ≥ 70 students, was complete the minimum standard criteria. Then the who incomplete the minimum standard criteria were 52 % or 13 students among interval ≤ 70 . Average score of pre-test was 45,76 and average score of post-test I was 68,4 and the mean improvement score was 22,64 point. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 70% of the total students must be passed the criteria.

Regarding to the result of student's post-test I score and the observation of student's activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

c. Cycle II

In other that to repair the weakness in cycle I the researcher need to continue the treatment in cycle II because of cycle I was not success. In this phase cycle II had four essential phases namely

planning, action, observing and reflecting. The implementation of cycle II could be explained on the following sequences:

1.) Planning

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was argumentative text. The material included the definition, the generic structure, the language features and the example of argumentative text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that was be observed during teaching learning process.

2.) Acting

The researcher and collaborator arranged the schedule of action in cycle 2. It can be seen on the table below:

Table 15

The Schedule of Action in Cycle 2

| Meeting | Day/Date | Time |
|-----------------|--------------------------------------|-------------------|
| 1 st | Thrusday, July 26 th 2018 | 11.30 – 13.00 a.m |
| 2 nd | Friday, July 27 th 2018 | 08.00– 19.30 a.m |

a) First Meeting

The first meeting was held on Thursday, July 26th, 2018 at 11.30-13.00 P.M and it took about 90 minutes or 2x45 minutes. In this meeting the researcher was a teacher and Mrs. Husnil Fajariah, S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the researcher gave the learning material about writing argumentative text. In this section the researcher as the teacher also explained used of simple present tense as the requirements of formula to make writing argumentative text well.

After explanation was done, the teacher asked the students about the material to know the students comprehension. In this meeting, condition of the class was effective. Most of students was pay attention about the teacher explanation. Then for the next section the teacher ordered the students to listen and pay attention to what is explained by the teacher until the students understand about the material.

Afterward the researcher gave the student the exercise to do. Later on, if the students still have difficulties, the students can ask with the teacher. To strengthen their result learning the

teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Then the last closed the meeting.

b) Second Meeting

The second meeting was conducted on Friday, July 27th, 2018 at 08.00-09.30 A.M, this meeting used to post-test II in the last cycle II, for 2x45 minutes after the students given the action, the researcher gave post-test II to the students. In this meeting, most of the students could answer well. Then the result of post-test II could be seen as follow:

Table 16

The Result of Students Writing argumentative Text

Post-Test II Score in Cycle II

| NO | Students Code | Criteria of The Score | | | | | TOTAL | Note ≥ 70 |
|----|---------------|-----------------------|-----|-----|------|------|-------|----------------|
| | | Content | Org | Voc | Lang | Mech | | |
| 1 | AFI | 23 | 17 | 16 | 20 | 3 | 79 | Complete |
| 2 | AH | 22 | 17 | 17 | 18 | 3 | 77 | Complete |
| 3 | AI | 21 | 16 | 16 | 17 | 3 | 73 | Complete |
| 4 | AIN | 24 | 17 | 17 | 20 | 3 | 81 | Complete |
| 5 | CAS | 24 | 17 | 17 | 20 | 3 | 81 | Complete |
| 6 | DAF | 21 | 15 | 15 | 15 | 3 | 69 | Incomplete |
| 7 | DL | 23 | 17 | 17 | 19 | 3 | 79 | Complete |

| | | | | | | | | |
|---------------------|------|----|----|----|----|---|--------------|------------|
| 8 | EKNS | 22 | 17 | 17 | 19 | 4 | 79 | Complete |
| 9 | ES | 21 | 15 | 15 | 15 | 3 | 69 | Incomplete |
| 10 | EL | 23 | 17 | 17 | 20 | 3 | 80 | Complete |
| 11 | ETR | 23 | 17 | 17 | 20 | 3 | 80 | Complete |
| 12 | FM | 23 | 16 | 17 | 20 | 3 | 79 | Complete |
| 13 | FD | 23 | 17 | 17 | 19 | 3 | 79 | Complete |
| 14 | IAS | 21 | 16 | 16 | 20 | 3 | 76 | Complete |
| 15 | IH | 24 | 17 | 17 | 20 | 3 | 81 | Complete |
| 16 | K | 23 | 17 | 17 | 20 | 3 | 80 | Complete |
| 17 | LKS | 21 | 15 | 15 | 15 | 3 | 69 | Incomplete |
| 18 | LR | 16 | 15 | 17 | 19 | 3 | 70 | Complete |
| 19 | MPI | 23 | 17 | 16 | 20 | 3 | 79 | Complete |
| 20 | NA | 22 | 17 | 15 | 18 | 3 | 75 | Complete |
| 21 | NK | 23 | 17 | 17 | 20 | 3 | 80 | Complete |
| 22 | NAP | 22 | 17 | 15 | 18 | 3 | 75 | Complete |
| 23 | RD | 21 | 15 | 17 | 16 | 3 | 72 | Complete |
| 24 | RD | 22 | 17 | 16 | 16 | 3 | 74 | Complete |
| 25 | RF | 22 | 17 | 16 | 19 | 3 | 77 | Complete |
| High Score | | | | | | | 81 | |
| Lowest Score | | | | | | | 69 | |
| Average | | | | | | | 76.52 | |

Note :

Cont : Content

Org : Organization

Voc : Vocabulary

Lang : Language

Mech: Mechanic

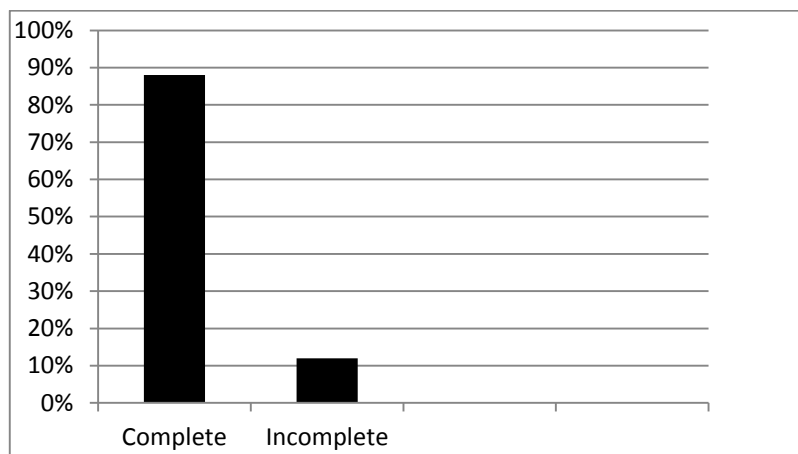
Table 17
Percentage of Students argumentative Text Post-Test
II Score in Cycle II

| Interval | Frequency | Percentage | Explanation |
|-----------------|------------------|-------------------|--------------------|
| ≥ 70 | 22 | 88% | Complete |
| ≤ 70 | 3 | 12% | Incomplete |
| Total | 25 | 100% | |

Then, the graph of comparison students writing argumentative text pre-test and post-test I score in cycle I could be seen as follow:

Figure 7
Percentage of Students Writing Argumentative Text

Post-Test II Score in Cycle II



Based on the result of students' writing Argumentative text post-test II score, it can be inferred that there was 88% or 22 students' for the score among the interval of ≥ 70 who complete the Minimum Standard Criteria (MSC) at least 70, while 12% or 3 students' for the score among the interval ≤ 70 who incomplete the Minimum Standard Criteria (MSC) at least 70.

Based on explanation above, it could be inferred that indicator of success was achieved. That is 88% from the students got score at least 70 for the minimum standard criteria and the other hand the cycle II was successful.

3.) Observing

In this step, the researcher presented the material by problem based learning method. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

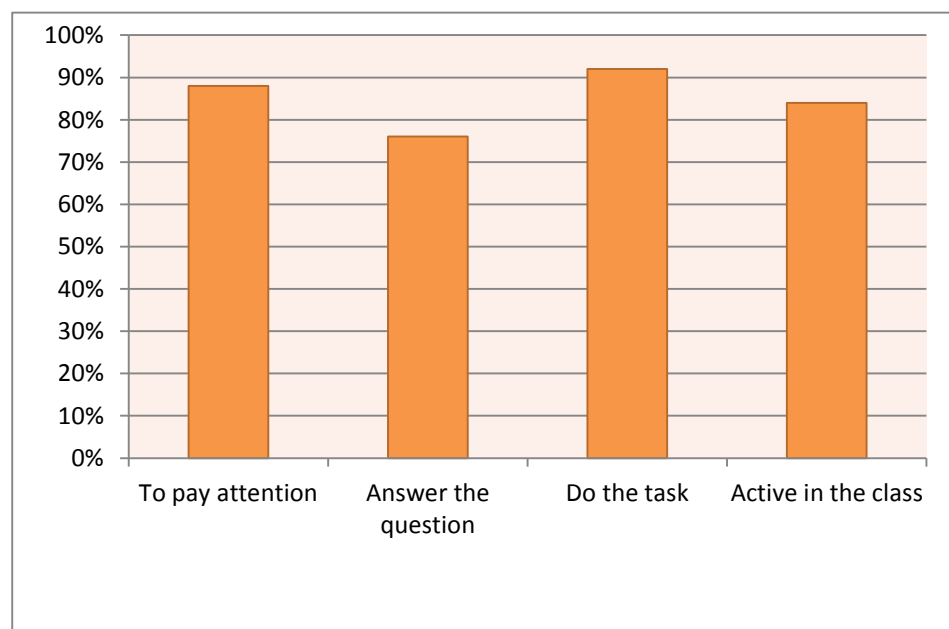
Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 18
The Students' Activity in Cycle II

| No | Students Activities | Frequency | Percentage |
|-----------------------|--|-----------|------------|
| 1 | Pay attention of the teacher explanation | 22 | 88% |
| 2 | The students' ask/answer question | 19 | 76% |
| 3 | The students able do the task | 23 | 92% |
| 4 | The students active in the class | 21 | 84% |
| Total Students | | 25 | |

Then, the graph of percentage students activities in cycle II, as follow:

Figure 8
Percentage of Students Activities in Cycle II



The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students able do the task 92%, the first high percentage was the students pay attention of the teacher explanation 88% and the students active in the class 84%, and the last the students ask/answer the question from the teacher 76%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

4.) Reflecting

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post test I score and post-test II score could be compared on the following table.

Table 19

**The Comparison Between Post-Test I Score in Cycle I
and Post-Test II Score in Cycle II**

| NO | Name Initial | Post-Test I Score | Post-Test II Score | Increase g | Explanation |
|-----------|-------------------------|------------------------------|-------------------------------|-----------------------|--------------------|
| 1. | AFI | 67 | 79 | 12 | Improve |
| 2. | AH | 66 | 77 | 11 | Improve |
| 3. | AI | 70 | 73 | 3 | Improve |

| | | | | | |
|-----|------|----|----|----|---------|
| 4. | AIN | 74 | 81 | 7 | Improve |
| 5. | CAS | 71 | 81 | 10 | Improve |
| 6. | DAF | 67 | 69 | 2 | Improve |
| 7. | DL | 64 | 79 | 15 | Improve |
| 8. | EKNS | 64 | 79 | 15 | Improve |
| 9. | ES | 65 | 69 | 4 | Improve |
| 10. | EL | 64 | 80 | 16 | Improve |
| 11. | ETR | 69 | 80 | 11 | Improve |
| 12. | FM | 70 | 79 | 9 | Improve |
| 13. | IAS | 72 | 79 | 7 | Improve |
| 14. | IH | 64 | 76 | 12 | Improve |
| 15. | K | 70 | 81 | 11 | Improve |
| 16. | K | 72 | 80 | 8 | Improve |
| 17. | LKS | 67 | 69 | 2 | Improve |
| 18. | LR | 65 | 70 | 5 | Improve |
| 19. | LY | 70 | 79 | 9 | Improve |
| 20. | MPI | 64 | 75 | 11 | Improve |
| 21. | NA | 74 | 80 | 6 | Improve |
| 22. | NK | 66 | 75 | 9 | Improve |
| 23. | NAP | 70 | 72 | 2 | Improve |
| 24. | RD | 72 | 74 | 2 | Improve |
| 25. | RD | 73 | 77 | 4 | Improve |

| | | | | |
|----------------------|-------------|--------------|------------|--|
| Total | 1710 | 1913 | 203 | |
| Average | 68.4 | 76.52 | | |
| Lowest Score | 64 | 69 | | |
| Highest Score | 74 | 81 | | |

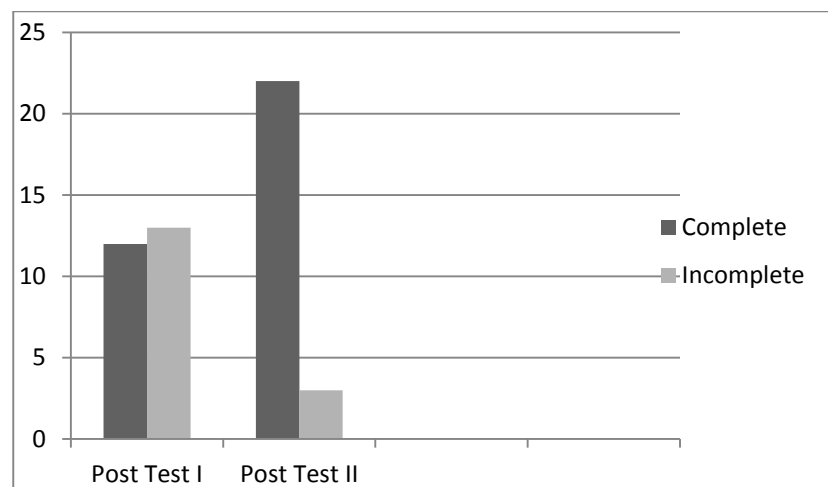
Table 20

The Comparison of Students' Post-Test I Score in Cycle I and Post-Test II Score in Cycle II

| Interval | Post-Test I | Post-Test II | Explanation |
|-----------------|--------------------|---------------------|--------------------|
| ≥ 70 | 12 | 22 | Complete |
| ≤ 70 | 13 | 3 | Incomplete |
| Total | 25 | 25 | |

Then, the graph of comparison students writing argumentative text post-test I and post-test II score in cycle II could be seen as follow:

Figure 9
The Comparison of Students
Writing Argumentative Text
Post-Test I Score and Post-Test II Score in Cycle II



From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 81 and the lowest score is 69. The average score of post-test II was 76,52. Besides, the percentages of students' successfulness of post-test II score was 88% or 22 students of the total students passed the minimum standard criteria and 12% or 3 students did not pass the minimum standard criteria at least 70. It means that the indicator of success of this research had been achieved that was $\geq 70\%$ students

was gotten score 70. It indicated that the students' writing argumentative text was increased.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that Problem Based Learning Method could improve students ability in writing argumentative text.

B. Interpretation

Writing argumentative text would be easier to understanding when it supported by the right method, because the lesson was take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching writing by using Problem Based Learning Method can improve students writing argumentative. Problem Based Learning is process by which a teacher provides students with a temporary framework for learning. When problem based learning is done correctly, student are encouraged to develop their own creativity, motivation, and resourcefulness. So, it has proved that problem based learning

method could be one the interesting technique to teaching writing argumentative text.

1. Result of Students Learning

a. Result of students Pre- Test Score

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The writer obtained the data through test in the from of essay which completed for 90 minutes. It was done on Friday, July, 13rd, 2018. From the result of pre- test showed that most of the students got difficult for doing the test. Based on the table 7 the students average were 45,76 , it showed that most of the students have not passed yet in achieving the Minimum Standar Criteria at least 70. In this phase, only 2 students out of 25 students passed of the minimum standars criteria.

b. Result of Students Post- Test 1 Score

In this research, to know the students writing argumentive test mastery after implementing the treatment the researcher conducted the post- test I. It was done on Friday, July, 20th, 2018. Based on the table 9 the students average was 68,4 it shown that most of the students have not passed yet in achieved the minimum standard criteria at least 70. In this stage there are 12 students out of 25 students passed of the minimum standard criteria. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post- Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 44 % passed the minimum standard criteria. The researcher presented the post- tes II to measure the students ability after implementing the treatment. The researcher obtained the data through test in the from of essay which completed for 90 minutes. It was done on Friday 27th, 2018. Based on the table 15 students average were 76,52, it showed that most of the students have achieving the Minimum Standard ceiteria (MSC) at least 70. In this phase, 22 students out of 25 students of 88% students passed of the minimum standatd criteria and the research was successful.

2. Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average score was low. While. The score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. the following was the table of illustration score in cycle I and cycle II.

Table 21

**The Comparison of Writing Argumentative Text of Pre-Test,
Post-Test I in Cycle I and Post-Test II in Cycle II**

| No | Score | | |
|--------|----------|-------------|--------------|
| | Pre-Test | Post-Test I | Post-Test II |
| 1.AFI | 37 | 67 | 79 |
| 2.AH | 38 | 66 | 77 |
| 3.AI | 47 | 70 | 73 |
| 4.AIN | 51 | 74 | 81 |
| 5.CAS | 47 | 71 | 81 |
| 6.DAF | 38 | 67 | 69 |
| 7.DL | 41 | 64 | 79 |
| 8.EKNS | 34 | 64 | 79 |
| 9.ES | 39 | 65 | 69 |
| 10.EL | 42 | 64 | 80 |
| 11.ETR | 42 | 69 | 80 |
| 12.FM | 44 | 70 | 79 |
| 13.IAS | 47 | 72 | 79 |
| 14.IH | 50 | 64 | 76 |
| 15.K | 48 | 70 | 81 |
| 16.K | 70 | 72 | 80 |

| | | | |
|-----------------|--------------|-------------|--------------|
| 17.LKS | 53 | 67 | 69 |
| 18.LR | 34 | 65 | 70 |
| 19.LY | 37 | 70 | 79 |
| 20.MPI | 51 | 64 | 75 |
| 21.NA | 50 | 74 | 80 |
| 22.NK | 40 | 66 | 75 |
| 23.NAP | 49 | 70 | 72 |
| 24.RD | 70 | 72 | 74 |
| 25.RF | 45 | 73 | 77 |
| Total | 1144 | 1710 | 1913 |
| Average | 45.76 | 68.4 | 76.52 |
| Complete | 2 | 12 | 22 |
| | | | |

Table 22

**The Comparison of Students' Pre-Test, Post-Test I Score in
Cycle I and Post-Test II Score in Cycle II**

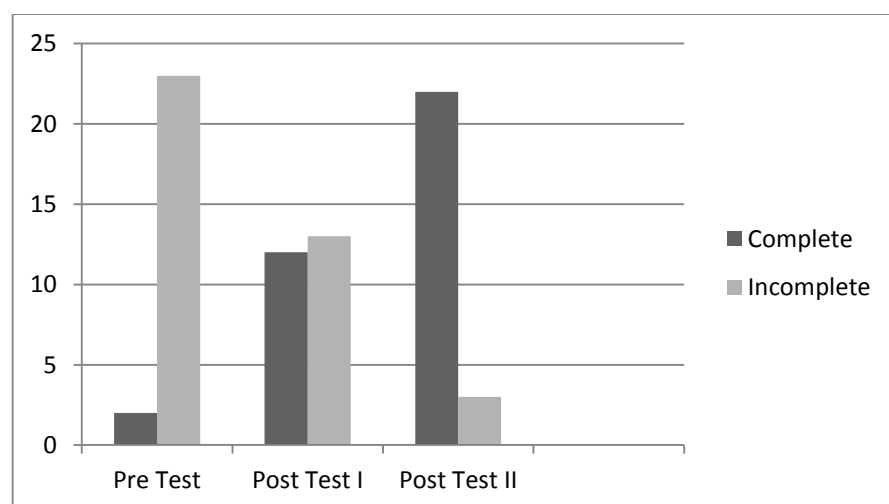
| Interval | Pre-Test | Post-Test I | Post-Test II | Explanation |
|-----------------|-----------------|--------------------|---------------------|--------------------|
| ≥ 70 | 2 | 12 | 22 | Complete |
| ≤ 70 | 23 | 13 | 3 | Incomplete |
| Total | 25 | 25 | 25 | |

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant improving of the students' score. It could be seen from the students get score .70, 2 to 12 became 22. Therefore, the researcher conclude that the research was successful because the indicator of success in this research had been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 10

**The Comparison Score of Students Writing Argumentative Text
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II**



Based on the graph above, it could be inferred that Problem Based Learning method could increase the students' ability in writing

argumentative text . It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

3. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 23

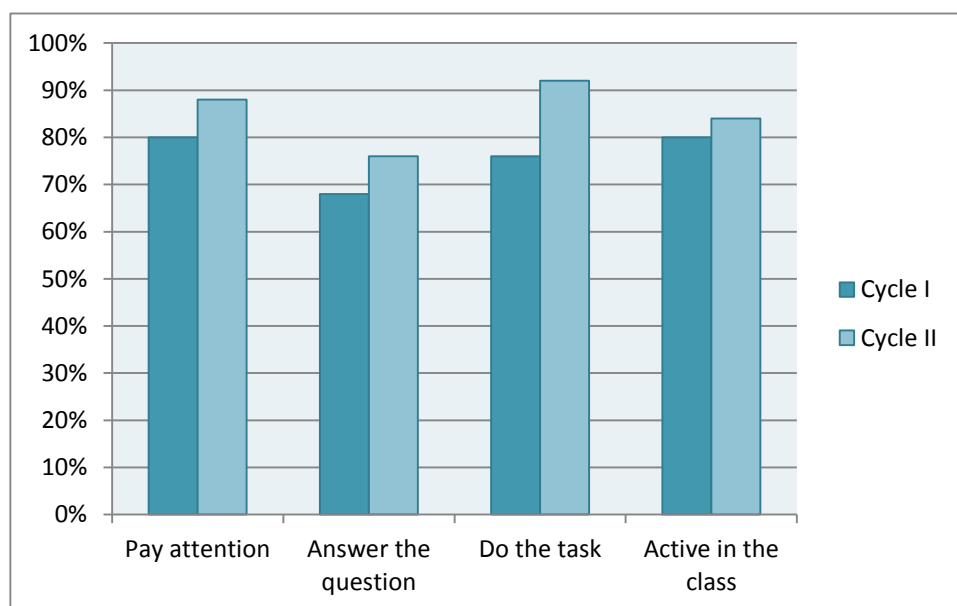
The Table of Students Activities in Cycle I and Cycle II

| No | Students' Activities | Cycle I | | Cycle II | | Increasing |
|----|--------------------------------------|---------|------------|----------|------------|------------|
| | | F | Percentage | F | Percentage | |
| 1 | Pay attention of teacher explanation | 20 | 80% | 22 | 88% | 8% |
| 2 | The students' ask/answer question | 17 | 68% | 19 | 76% | 8% |
| 3 | The students | 19 | 76% | 23 | 92% | 16% |

| | | | | | | |
|---|----------------------------------|----|-----|----|-----|----|
| | able do the task | | | | | |
| 4 | The students active in the class | 20 | 80% | 21 | 84% | 4% |

Figure 11

Figure of Students' Result of Learning Activity in Cycle I and Cycle II



Based on the data had gotten, it can be explained as follow:

a) The Students pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was improved. In cycle I was only 80% and in cycle II 88%, it improved 8%

b) The students ask/answer question from the teacher

The students who ask/answered question from the teacher was improved from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 8%, from cycle I 68% and cycle II 76%.

c) The students able do the task

the students who had done the task were improve. It could be seen on the cycle I 76% and cycle II 92%, it increased 16%.

d) The students active in the class

The active students in class were improve. It could be seen on the cycle I 80% and cycle II also 84%, it increased 4%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good increasing in learning activities when Problem

Based Learning method was applied in learning process from cycle I up to cycle II.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Problem Based Learning method improve the students' skill in writing argumentative text. There was progress average score from 45,76 to 68,4 and to 76,52.

From the graph 10, we could be seen that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 45,76 and only 2 students or (8%) passed the test.

Moreover, in the post-test I and II there was 12 students or (48%) passed the test the indicator students get score ≥ 70 with average 68,4, 22 students or (88%) who passed the test indicator students get score ≥ 70 with average 76,52. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got score ≥ 70 was reached.

B. Discussion

In teaching writing to the Senior High School of Darul A'mal Metro especially in students of class XII IPA 2, based on the pre survey there are some problems like some students difficulties to express their idea in writing. The researcher chose Problem Based

Learning method to improve the students' skill in writing argumentative text.

The researcher used this method to organize idea students and made students more active in writing especially argumentative text in learning English. There was apposite improving about students learning activities using Problem Based Learning method. Therefore Problem Based Learning hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of Problem Based Learning could improved the students' ability in writing argumentative text. There was progress from the students get score ≥ 70 from pre-test 8% or 2 students, post-test I 48% or 12 students and post-test II become 88% or 22 students. We could be seen that was an increasing on the students complete score and total of score of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the standard criteria with the score minimum was 70 in this research, in the post-test I there was 12 students or 48% passed the test with the average 68,4 and the post-test II was students 22 students or 88% who passed the test with average 76,52. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got score ≥ 70 was reached.

The result of the students activities in cycle I and cycle II was increase. Pay attention of the teacher explanation from 80% become 88%, the students ask/answer question from 68% become 76%, the students able do the task from 76% become 92%, the students active in the class from 80% become 84%. The result of students' activities in cycle I and cycle II, there are increasing about students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to described the conclusion that the argumentative writing skills could be increased through Problem based learning, as folows:

1. Problem Based Learning can be used as an alternative way in learning process of writing. The student's activity in the implementation of cycle I and II is very active. It means that Problem Based Learning method can improve the student's activeness. The average student's activity in cycle I is 68,4 then improve to be 48% in cycle II.
2. Problem Based Learning method makes students understood a paragraph easily in argumentative writing skills. While, Problem Based Learning is also able to develope the argumentative writing skills score. It can be seen on the progress from pre-test to cycle I and cycle II. The average score of pre-test is 45,76 and in cycle I is 68,4 while in cycle II is 76.52.

Based on the table above, it can be inferred that Problem Based Learning can improve the argumentative writing skills of the students. It can be seen there was an increasing score of the students.

C. Suggestion

Based on the result of the research, the researcher would like to constructively give suggestions as follows:

1. It is suggested to the teacher to use Problem Based Learning as the teaching learning method because it could increase the student writing skills.
2. It is suggested to the English teacher to include Problem Based Learning method in teaching process. The teachers should be creatively used Problem Based Learning in teaching, especially writing class, in order to engage the students to be active in learning process.
3. It is suggested to other researchers who want to develop this study to include another skill in learning English, such as speaking, listening, or writing as well as involve different subjects and also different text.

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Nomor : 2025 /In.28.1/J/PP.00.9/6/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

28 Juni 2018

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum
 2. Ahmad Subhan Roza, M.Pd
- Dosen Pembimbing Skripsi
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Dhea Choirunnisa
NPM : 14121177
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING STUDENTS ARGUMENTATIVE WRITING TROUGH
PROBLEM BASED LEARNING TO ELEVENTH GRADE STUDENTS
WRITING AABILITY AT MA DARUL A'MAL METRO BARAT

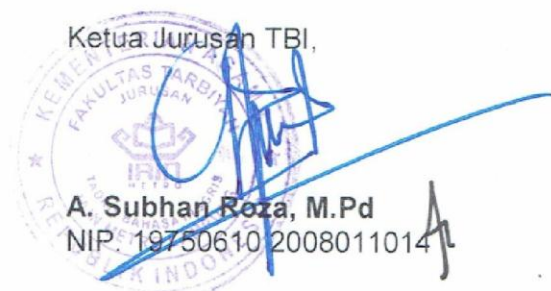
Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab.I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,



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SURAT TUGAS

Nomor: B-2211/In.28/D.1/TL.01/07/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **DHEA CHOIRUNNISA**
NPM : 14121177
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA DARUL A`MAL METRO BARAT, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS ARGUMENTATIVE WRITING THROUGH PROBLEM BASE LEARNING TO ELEVENTH GRADE STUDENTS WRITING ABILITY AT MA DARUL A`MAL METRO BARAT".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 09 Juli 2018

Mengetahui,
Pejabat Setempat


Muhamad Ansori

Wakil Dekan I,


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|----|------------------|---------------|--|-----------------|
| 1 | Selasa 20/3/2018 | ✓ | - Revise Judul - Problem formulation - Background of study | |
| 2 | Paku 11/4/2018 | ✓ | - Background of Study - Problem Identification. | |
| | | ✓ | | |

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|----|------------------|------------|----|---|---------------------------|
| | | I | II | | |
| 1 | 8/10 2018 | ✓ | | - Revise Abstract - " - Table - Revise chapter V - Revise dedication page - statemet research originality - Cover - Revise Attknowlegment | |
| 2 | 22/10 2018 | ✓ | | - Revise abstract | |
| 3 | 3/11/2018 | ✓ | | Acc Munagah | |

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|----|------------------|------------|----|---|---------------------------|
| | | I | II | | |
| 1 | 22/10 2018 | ✓ | | - Revise anknowlegments - Chapter III - Table | |
| 2 | 24/10 2018 | | ✓ | - Revise Abstract | |
| 3 | 3/11/2018 | | ✓ | Revisi be!-serson | |

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dhea Choirunnisa
NPM : 14121177

Jurusan : FTIK/ TBI
Semester : VIII

| NO | Hari/ Tanggal | Pembimbing | | Materi yang di konsultasikan | Tanda Tangan mahasiswa |
|----|------------------|------------|----|-------------------------------|------------------------------|
| | | I | II | | |
| 1 | Rabu 8/8/18 | ✓ | | Apd Indicator of the students | |
| 2 | Selasa 9/8/18 | ✓ | | Ace APD | |

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.pd
NIP.19620424 199903 2 001

Pembimbing I

Dr. Widhiva Ningsiana, M.Hum
NIP.19720923 200032 002



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Nama : Dhea Choirunnisa
NPM : 14121177

Jurusan : FTIK/ TBI
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| NO | Hari/ Tanggal | Pembimbing | | Materi yang di konsultasikan | Tanda Tangan mahasiswa |
|----|------------------|------------|----|------------------------------|------------------------------|
| | | I | II | | |
| 1 | 2/08/2018 | | ✓ | Ar 1-3 | |
| 2 | 9/08/2018 | | ✓ | Ar Instrumen | |

Diketahui
Ketua Jurusan TBI

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NOTIFICATION LETTER

Number :
Appendix : -
Matter : In Order to Hold the munaqosyah
of Dhea Choirunnisa

To:
The Honorable the Head of Tarbiyah Departement
of State Institute for Islamic Studies(IAIN) Metro

Assalamu'alaikum Wr. Wb

We have given guidance and enough improvement to the thesis script which is written by:

| | |
|-------------|--|
| Name | : Dhea Choirunnisa |
| St. Number | : 14121177 |
| Faculty | : Tarbiyah and Teacher Training |
| Departement | : English Education |
| Title | :IMPROVING STUDENT'S ARGUMENTATIVE WRITING TROUGH PROBLEM BASE LEARNING TO ELEVENTH GRADE STUDEN'S WRITING ABILITY AT MA DARUL A'MAL METRO BARAT ACADEMIC YEAR OF 2017/2018 |

It has been agreed so it can be continued to the Tarbiyah Departement in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Metro, 6November 2018

Sponsor

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

Co-Sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19620424 199903 2001



KEMENTERIAN AGAMA
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Nomor : B-2337/In.28.1/J/TL.00/10/2017
Lamp : -
Hal : **IZIN PRA-SURVEY**

30 Oktober 2017

Kepada Yth.,
Kepala MA Darul A'mal Metro Barat
Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami :

Nama : Dhea Choirunnisa
NPM : 14121177
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul : *Improving Student's Argumentative Writing through Problem Based Learning to The Eleventh Grade Student's Writing Ability at MA Darul A'mal Metro Barat Academic Year of 2017/2018*

Untuk melakukan *pra-survey* di MA Darul A'mal Metro Barat

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Jurusan TBI

Had Subhan Roza, M.Pd.
NIP. 197506102008011014



PONDOK PESANTREN DARUL A'MAL MADRASAH ALIYAH

Alamat : Jl. Pesantren Mulyojati 16B Kecamatan Metro Barat Kota Metro Telp. (0725) 44418 Kode Pos 34125

SALAFIAH - DINIYAH - MADRASAH TSANAWIYAH - MADRASAH ALIYAH

Nomor : 008 /MADA/SIS/VII/2018
Lampiran : -
Perihal : **RESEARCH**

Berdasarkan Surat Kementerian Agama Republik Indonesia Institut Agama Islam Negeri (IAIN) Metro Nomor : B-2211/In.28/D.1J/TL.01/07/2018, Hal : Izin Research, Tanggal 09 Juli 2018, dengan ini Kepala Madrasah Aliyah Darul A'mal Metro memberikan izin kepada :

Nama : **DHEA CHOIRUNNISA**
NPM : 14121177
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul : **"IMPROVING STUDENTS ARGUMENTATIVE WRITING THROUGH PROBLEM BASED LEARNING TO THE ELEVENTH GRADE STUDENTS WRITING ABILITY AT MA DARUL A'MAL METRO BARAT"**.

Untuk melaksanakan research di MA Darul A'mal Metro dalam rangka penyelesaian Tugas Akhir/Skripsi.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 18 Juli 2018

Kepala MA Darul A'mal /



Drs. H. SUTRISNO, M.Pd.I
NIP.196704091995031002



PONDOK PESANTREN DARUL A'MAL MADRASAH ALIYAH

Alamat : Jl. Pesantren Mulyojati 16B Kecamatan Metro Barat Kota Metro Telp. (0725) 44418 Kode Pos 34125

SALAFIAH - DINIYAH - MADRASAH TsANAWIYAH - MADRASAH ALIYAH

Nomor : 066/MADA/SIPS/XI/2017
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Berdasarkan Surat Kementerian Agama Republik Indonesia Institut Agama Islam Negeri (IAIN) Metro Nomor : B-2337/In.28.1/J/TL.00/10/2017, Hal : Izin Pra-Survey, Tanggal 30 Oktober 2017, dengan ini Kepala Madrasah Aliyah Darul A'mal Metro memberikan izin kepada :

Nama : **DHEA CHOIRUNNISA**
NPM : 14121177
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul : **Improving Students' Argumentative Writing trough Problem Based Learning to The Elevent Grade Student's Writing Ability at MA Darul A'mal Metro Barat Academic Year of 2017/2018.**

Untuk melaksanakan Pra-Survey di MA Darul A'mal Metro dalam rangka penyelesaian Tugas Akhir/Skripsi.

Demikian surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Metro, 6 November 2017

Kepala MA Darul A'mal



Drs. H. SUTRISNO, M.Pd.I

NIP.196704091995031002