

**AN UNDERGRADUATE THESIS**

**IMPROVING THE STUDENTS ABILITY  
IN WRITING THE ARGUMENTATIVE TEXT  
THROUGH PROBLEM SOLVING TECHNIQUE  
AMONG THE ELEVENTH GRADE STUDENTS  
AT SMA NEGERI 1 SEKAMPUNG  
EAST LAMPUNG**

**By:**

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

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



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OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG

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**RATIFICATION PAGE**

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An Undergraduate thesis entitled: IMPROVING THE STUDENTS ABILITY IN WRITING AN ARGUMENTATIVE TEXT THROUGH PROBLEM SOLVING TECHNIQUE AMONG THE ELEVENTH GRADE STUDENTS AT SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG, written by Diah wiharti, student number 14121187, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, November 28<sup>th</sup> 2018 at 15.00 – 17.00 p.m.

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## **ABSTRACT**

### **IMPROVING THE ARGUMENTATIVE WRITING ABILITY THROUGH PROBLEM SOLVING TECHNIQUE AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG**

**By:  
DIAH WIHARTI**

This research used Problem Solving Technique to improve students' Argumentative writing ability. Problem Solving is techniques in learning activities with the finding a way out of a problem. The principle of this Method is students work together to develop what aspects of a language they would like to learn. The teacher acts as a counselor while the learner acts as a collaborator (client). In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning.

The object of this research is to improve students' argumentative writing ability after using Problem Solving Technique at the eleventh grade of SMA Negeri 1 Sekampung East Lampung. This research was classroom action research type, and it was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting. The data collection method in this research was test, observation, documentation, and field note. The observation used to know the activity of students who active on teaching learning process in the class.

Regarding to the research result which was taken from observation and test, it could be inferred that there was significant improvement from cycle I to Cycle II. The average score of post-test I was 66,1 with percentage of students' successfulness 46%. Next to cycle II the average score was 73,6 with percentage of students' successfulness 80%. It indicated that indicator of success has been achieved at least 70% students was completed the Minimum Standard Criteria (MSC) at least 70 and it is obvious that by using Problem Solving Technique could improve students argumentative writing. It means that this research was successful.

*Key Word: Argumentative Writing, Problem Solving Technique.*

## **ABSTRAK**

### **MENINGKATKAN KEMAMPUAN MENULIS ARGUMENTATIF MELALUI TEHNIK PEMECAHAN MASALAH PADA SISWA KELAS SEBELAS SMA NEGERI 1 SEKAMPUNG LAMPUNG TIMUR**

**Oleh:  
DIAH WIHARTI**

Penelitian ini menggunakan tehnik pemecahan masalah untuk membantu meningkatkan kemampuan menulis argumentatif siswa. Pemecahan masalah adalah tehnik dalam pembelajaran dengan menemukan jalan keluar dari masalah. Prinsip dari metode ini adalah siswa bekerja bersama didalam sebuah klompok kecil yang dibimbing oleh seorang guru. Dalam metode ini seorang guru juga berperan sebagai seorang konselor. Tujuan dari metode ini adalah untuk membangun kekuatan personal siswa dengan guru dalam menyelesaikan pelajaran yang sedang berlangsung.

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis argumentatif siswa setelah menggunakan tehnik pemecahan masalah yang dilakukan di SMA Negeri 1 Sekampung. Model dari penelitian ini adalah penelitian tindakan kelas (PTK) dengan menggunakan dua siklus. Dari setiap siklus terdapat empat tahap yaitu planning, acting, observing, dan feffecting. Metode pengumpulan data dalam penelitian ini adalah test, observasi, dokumentasi dan catatan. Observasi digunakan untuk mengetahui keaktifan siswa didalam proses belajar mengajar.

Berdasarkan hasil penelitian yang diambil dari tes dan observasi, dapat diambil kesimpulan bahwa ada peningkatan yang signifikan dari siklus I ke siklus II. Nilai rata-rata yang di peroleh dari siklus I adalah 66,1 dengan persentase kelulusan 46%. Kemudian di siklus II nilai rata-rata yang diperoleh siswa adalah 73,6 dengan persentase kelulusan 80%. Dari hasil tersebut menunjukan bahwa indicator keberhasilan sudah tercapai yaitu 70% siswa lulus dengan nilai standard ketuntasan 70. Dengan menggunakan metode ini bisa meningkatkan kemampuan menulis argumentative siswa dan penelitian ini berhasil.

*Kata Kunci: Menulis Argumentative, Pemecahan Masalah.*

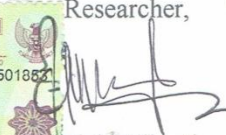
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Metro, 5 November 2018

Researcher,  
  
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## ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 5 November 2018

Researcher,



Diah Wiharti  
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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا()

“Then In Fact With Difficulties There Is Ease”

(Qs. Al-Insyirah:5)

*“Do What You Can With All You Have, Wherever You Are”*

## **DEDICATION PAGE**

This undergraduate thesis is dedicated to:

My beloved family, especially my parents (Mr. Warsiman and Mrs. Ida Riki Fatoni) and my brother (Faisal Ari Nugraha) who always pray and support in their endless love.

My Sponsor and Co-sponsor, thanks for guiding.

My beloved and inspiring friends of TBI class who have given support and wonderful motivation.

My beloved Almamater of State Institute for Islamic Studies of Metro.

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In the name of Allah, the most gracious, the most merciful praise is to Allah, the lord of the world whom without his mercy and blessing, none of these would be possible. Let us thank to Allah SWT who always blesses us until now and keeps our healthy so that we can finish this thesis. May peace will not stop to be upon our idol, the one perfect human, Prophet Muhammad SAW, his family and his companions.

This under graduate thesis entitles “Improving the Students Argumentative Writing Ability Through Problem Solving Technique at the Eleventh Grade Students of SMA Negeri 1 Sekampung East Lampung”. In this research the reseacher focused to improve the students’ Argumentative Writing Ability of SMA Negeri 1 Sekampung. Regarding to the thesis, the reseacher couldn’t work alone, there were many personswho contributed their meaningful hands in accomplishing this thesis. Thanks to Prof. Dr. Enizar, M.Ag as the principal of IAIN Metro, thanks to Mr. Ahmad Subhan Roza, M.Pd as the chief of English Education Study Program, thanks to Mrs. Dr. Widhiya Ninsiana, M.Hum and Mr. Ahmad Subhan Roza, M.Pd as the sponsor and co-sponsor who have guide me to write this thesis. Realize there is no perfect, the good suggestion and critics are waited to make the good change in the future.

The reseacher do apologizes for all mistakes in writing this thesis and presentation items. All constructive comments and suggestions are extremely welcomed to lighten up the quality of this undergraduate thesis. Hopefully, this thesis can be a meaningful benefit for the reseachers especially and for our campus and all readers generally.

Metro, 28 November 2018

The reseacher,



**DIAH WIHARTI**  
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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

English is an important language to be learned because it becomes an international language. Almost elementary school up to high school need compulsory subjects. It means that English has an important position so the Indonesian students need to learn English as well as possible. English influences our daily life, many sectors need English as the prerequisites. For example, English is widely used in mass media and oral communication as means of exchanging information including science, education and technology reasons. In Indonesia, English is the first foreign language. It is taught from elementary school as an alternative.

Moreover, there are four important skills that students have to master in English. They are speaking, reading, listening and writing. Furthermore, the students have to master English components such as vocabulary, grammar, spelling and pronunciation. In current curriculum, writing is the most difficult subject in English.

Writing is universally acknowledged is inseparable part in human life. In everyday living, writing activities are greatly needed. For instance, people often include in sending message, making shopping note and sending letter. In addition, writing is one of the urgences 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. It is clear that writing always exist as a communication mean which has different unique kinds.

Furthermore, in teaching and learning English, writing is an assensial 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.<sup>1</sup> Many a good kind of witing has different fuction, particulary, is argumentative text. In this research focused in writing argumentative text. Argumentative writing is kind of writing that is requiring the author to explore a topic, accumulate, generate, and evaluate evidence, and establish the position on the topic by using concise manner.<sup>2</sup>

Moreover, There are many technique or method English subject, especially to make teaching writing English is fun, interesting and not bored. So the students are encouraged to expose themselves to write English text. One of the method which can be used in English writing is Problem Solving technique. Problem solving is learning learnin strategy that results from the the process of the working towards the understanding and resolution of a problem in a real context. Problem solving technique can help students build the reasoning and communication skills necessary for developing creativity.

On November 27<sup>th</sup>, 2017, the researcher had done to pra survey at the eleventh grade of SMA Negeri 1 Sekampung, and the researcher get the data such us: there many student have less interested to write argumentative text

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<sup>1</sup> Thomas S. Kane, *“Essential Guide to Writing”*, (New York: Oxford University Press, 2000), Page 7.

<sup>2</sup>*ibid*

because the students do not know how to write argumentative text. Students have less idea to write in argumentative text. Students also have low motivation in English subject, especially in writing argumentative text. So, they are not interested to learning English.

Based on the problems above, the researcher got the data of the students English writing which will be shown below:

**Tabel 1**

**Pre survey Data of Students' English Writing Argumentative Score**

No	Name	English Learning Achievement	
		Score	Category
1	AAN	55	Uncompleted
2	AG	65	Uncompleted
3	AW	50	Uncompleted
4	AN	55	Uncompleted
5	AES	50	Uncompleted
6	AP	50	Uncompleted
7	CIR	75	Completed
8	CSA	55	Uncompleted
9	DSS	50	Uncompleted
10	EA	45	Uncompleted
11	ECRL	60	Uncompleted
12	FR	65	Uncompleted
13	FA	55	Uncompleted
14	HO	50	Uncompleted
15	ITA	55	Uncompleted
16	IKD	55	Uncompleted
17	KPS	70	Completed
18	LKW	50	Uncompleted
19	MIW	45	Uncompleted
20	NH	40	Uncompleted
21	NRD	65	Uncompleted
22	PIAS	50	Uncompleted
23	RI	50	Uncompleted
24	RBS	55	Uncompleted
25	RL	65	Uncompleted
26	RRV	55	Uncompleted
27	SN	50	Uncompleted
28	TV	55	Uncompleted
29	USW	60	Uncompleted
30	WNA	55	Uncompleted
<b>Total Average</b>		<b>1655 = 55.16</b>	<b>Uncompleted</b>



Tabel 2

The students' score result

At the tenth graders of SMA Negeri 1 Sekampung

No	Grade	Category	Frequency	Percentage (%)
1	$\geq 70$	Completed	2	6,7 %
2	$< 70$	Uncompleted	28	93,3 %
<b>Total</b>			<b>30</b>	<b>100 %</b>

*Source : Ledger of the English Teacher of SMA Negeri 1 Sekampung, taken on November, 27<sup>th</sup> 2017.*

The table above represents that only 2 students from 30 students get good score (completed) in argumentative writing. The minimum mastery criteria (KKM) for English in SMA Negeri 1 Sekampung is  $\geq 70$ . It can be seen that 28 students belong to be uncompleted for the score  $< 70$  and only 2 students can do well in argumentative writing. It can be explained that 28 students have low writing abilities..

Based on the statement above, the researcher will conduct a research in "Improving the Argumentative Writing ability through Problem Solving Technique at the Eleventh Grade Students of SMA Negeri 1 Sekampung East Lampung.

## B. Problem Identification

Referring to the background of the study above, the researcher would like to assume that there are some problems as follows:

1. The students have low motivation in English subject, especially in Writing Argumentative Text.

2. The students do not know how to write Argumentative Text writing.
3. The students have less idea to write Argumentative Text.

### **C. Problem Limitation**

Based on the problem identification above, there are several student problems. In this research, the researcher focused on the students do not know how to write in Argumentative Text writing and The students have low motivation in English subject.

### **D. Problem Formulation**

Regarding to the problem limitation above, the researcher would like to identify the problem formulation as follows “Can problem solving technique improve the students’ argumentative text writing ability at the eleventh grade of SMA Negeri 1 Sekampung ?”.

### **E. The Objectives and Benefits of the Study**

#### **1. The Objective of The Study**

The objective of the study is to know whether students’ writing argumentative after using Problem solving technique at the eleventh grade of SMA Negeri 1 Sekampung.

#### **2. Benefits of The Study**

##### **a. For Students**

- 1) The researcher expects that the result of this research as positive contribution for students to improve their writing ability.

- 2) As the guided to give knowledge about writing ability to the students. So that they more understand about writing.

**b. For English Teacher**

- 1) This research hopefully can improve the reseacher's skill in teaching learning process, especially in teaching writing.
- 2) This research as learning model which can involve the students being active in English learning process.
- 3) As the input for the English teacher to help the students interested in English learning process.

**c. For Another Researcher**

- 1) This research hopefully becomes one of the prior research in the another research.

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. The Concept of Writing Argumentative Text**

##### **1. The Concept of Writing**

###### **a. The Definition of Writing**

In English learning there are four skills that must be mastered by students, those are listening, speaking, writing and reading. All of skills are important to learn about English directly. In this research the writer focused on writing. Because, in real teach students' got difficult in English writing.

According to Harmer Jeremy said that writing is one of the four skills in English, speaking, listening, and reading has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a backup for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.<sup>3</sup> It mean that writing is an activity of using language in written consisting of a sentence or clause or even only a phrase to express thoughts to the reader in a written form so that it will be easily understood by the reader.

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<sup>3</sup> Jeremy Harmer , "*How to teach Writing*", (New York, Longman University Press, 2004), Page 31.

Moreover, Thomas S. Kane said that Writing is primarily entertaining includes fiction, personal essays, sketches.<sup>4</sup> In addition, Swales M. John and Christine B. Feak defined that writing is a complex socio cognitive process involving the construction of recorded messages on paper or on some other material, and, more recently, on a computer screen. The skills needed to write range from making the appropriate graphic marks, through utilizing the resources of the chosen language, to anticipating the reactions of the intended readers.<sup>5</sup> So, writing is a process to sharing meaning from the brain which create or write on the paper. It can be used for a variety of purposes, ranging from being merely of major syllabus strand in it is own right. It essential feature of learning language, because it provide that very good mean by using spelling, vocabulary, and sentence pattern.

Besides that, according to Wilson Paige and Glazier Teresa defined that think of writing as including levels of structures, beginning small with words connecting to form phrases, clauses, and sentences then sentences connect to form paragraphs and essays. To communicate clearly in writing, words must be chosen and spelled correctly. Sentences must have a subject, a verb, and a complete thought. Paragraphs must be indented and should contain a main idea

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<sup>4</sup>Thomas S. Kane ,*"The Oxford. Essential Guide to Writing"*, (New York: Oxford University Press, 1988), Page 6.

<sup>5</sup> John M. Swales & Christine B. Feak, *"Academic Writing"*, (New York: Oxford University Press, 1993), Page 34.

supported with sufficient detail.<sup>6</sup> Meanwhile, Hyland Klan said that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.<sup>7</sup> Besides that, according to Seikh N. Samshad writing is not an inherent quality; one needs incessant practice to acquire this skill. Positive motivation on the part of the reseachers and conscious efforts on the part of the learners can develop rural learners' writing skill which there by can help in enhancing other language skills.<sup>8</sup>

Based on the definition above, the researcher concludes that writing is a process to sharing meaning through hand write in the paper. This activity can help student to improve their knowledge especially in writing ability. Writing is one of language skills and indirect communication that conveys meaningful and expressive information from the writer to the readers in form of written language. By writing, language learners can express their feelings, ideas, thoughts, emotions, attitudes, etc.

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<sup>6</sup>Paige Wilson & Teresa Glazier, "*The Least you should know about English Writing Skill*", (New York: Cengage Learning Press 2008), Page 206.

<sup>7</sup>Hyland, Klan, "*Second Language Writing*", (USA: Cambridge University Press, 2003), Page 9.

<sup>8</sup>Seikh N. Samshad, "Indian Streams Research Journal", *Developing English Writing Skill of Rural Learners*, Volume: 5, March 2015, Page 1.

## **b. The Process of Writing**

There are several process to make a writing well. For this section, according to Harmer Jeremy defined the writing process as follow:<sup>9</sup>

### **1) Planning**

Planning is any orderly procedure which is used to bring about a desired result. The first stage in the writing process is planning. There are three main issues when starting a planning. Firstly, is they have considered the purpose of their writing, because it will affect what kind of text that will be produced, the language that will be used and the information that will be included. Secondly, the writer has to think of the audience who read their writing. For example, it is formal or informal. Thirdly, writer has to consider the content structure of their writing. What the best way is to arrange the fact, idea, or argument which has been decided to include.

### **2) Drafting**

Drafting is a row of strategies designed to compose and develop a sustained piece of witting procedure to conclude whether the information you discover while planning can be established into a successful piece of or not.

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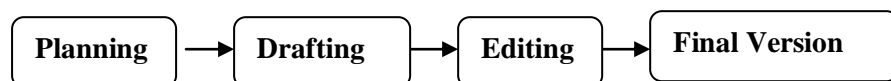
<sup>9</sup>Jeremy Harmer, "*How to Teach Writing*", (England: Longman Pearson Education Limited, 2004), Page 40.

### 3) Editing (Reflecting or Revising)

The writer needs to read the draft which they produced. Perhaps the order of the information is not clear probably the ambiguous and confused text has been written. Eventually, the writers have asked the reader to comment and suggest and reflecting and revising. So, the writer revises his writing to make appropriate revisions.

### 4) Final Version

The writer produced the final version when he has edited his draft, making the changes they think to be necessary. It is considerably different from both the original plan and the first draft because it has been changed in the editing process. It becomes the final version that will be read by the audience.



Based on the diagram above, there are four the process of writing, they are planning, drafting, editing, and the last is final version or final draft.

### c. The Characteristic of Good Writing

According to Cynthia A Boardman explain that there are three characteristic of writing well, they are:<sup>10</sup>

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<sup>10</sup>Natanael Saragih, et all, "The Effectiveness of Using Recount Text to Improve Writing Skill", *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, ([www.iosrjournals.org](http://www.iosrjournals.org)), Volume: 19, February 2014, Page. 57.



### **1) Coherence**

A paragraph should consist of coherent sentences that are ordered according to principle. The sentences are made readers understand the paragraph easily. The sentence is put in order so that the reader can understand your idea easily.

### **2) Cohesion**

Cohesion is another characteristic of the good paragraph. The supporting sentences connect to each other in their support of the topic sentence. Cohesive device is the method to connect sentence.

### **3) Unity**

The last characteristic of a well written paragraph is unity. The entire supporting sentences must relate to the topic sentence.

Based on the explanation above, the researcher concludes that the characteristic order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the idea the written form.

#### **d. The Types of Writing**

There are several types of writing, in this section the writer has been taken from Thomas S. Kane Books. He said that the types of writing as follow:<sup>11</sup>

##### **1) Descriptive**

Descriptive text paragraph is a paragraph clearly visually a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience. It makes a spoken or written account of a person, object, or event.

##### **2) Persuasive**

Persuasive, is a piece of work in which uses words to convince the reader that the writer's opinion is correct with regard to an issue. Thus the goal of persuasive paragraph is to try to convince the person to change their mind, or take action. Persuasive paragraphs relieve the person to express an opinion and deepen it, by increasing belief. As result descriptions the way things look, taste, feel, sound, smell it may also evoke moods such as happiness, fear, joy, or loneliness.

##### **3) Narrative**

Narrative text is a meaningful sequence of events told in words. A straight forward movement from the first event to the

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<sup>11</sup>Thomas S. Kane, *"Essential Guide to Writing"*, (New York: Oxford University Press, 2000), Page 7.

last constitutes the simple chronology.<sup>12</sup> However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

#### **4) Argumentative**

Argumentative is the text that explains and convinces the reader by presenting both pros and cons. It is worth making an analogy of what argumentative looks like. Accordingly the topic has to be controversial for public in this model inductive reasoning, deductive reasoning, and cause and effect reasoning.

#### **5) Expository**

Expository paragraph is essentially an enlargement of a subject or predicate pattern. Deal with facts, ideas, belief. They explain, analyze, define, compare, illustrate. The term paragraph has no simple definition.

Related to explanation of the types of writing above, the researcher chooses writing argumentative text as the particular thing to do in research. The goal of this research is to know the students are able to make writing argumentative text in the phase.

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<sup>12</sup>*Ibid*,.Page. 9.

### **e. Teaching Writing**

Teaching writing is not similar with teaching speaking because both of the activities are different. In speaking, the speaker can express their mind orally and the result can be evaluated directly by the listener, but in writing the writer might have enough time to express the idea in written form. In English there are four reasons for teaching writing, include: reinforcement, language development, learning style and writing as a skill:

#### **1) Reinforcement**

Many students crucially welfare when see the language written down, but any students get language in oral way. Learners often find it useful writing sentences employing new language shortly after they have learned it.

#### **2) Language Development**

Seemingly, the authentic process of writing helps the students learning within long time, but it is not persuade. The psychological pursuit we have to go among instruction to arguments suitable written texts is all stages of the continuously studying knowledge.

#### **3) Learning Style**

Any students are quickly at selecting language by seeing and hearing. For the adult it might take a long. Most of the students, producing language in a relaxing way is illimitable of

the time think something. Writing is suitable for such learners. It can also be a noisless activity rather than busy and difficult of personal face to face communication.

#### 4) Writing as a skill

Merely crucial as speaking, listening and reading, and the most essential reason for teaching writing as a basic language ability. Learners need to know some of writing special habits (punctuation, paragraph, argumentation, etc.), and the students need knowing how to pronounce spoken English contextually.<sup>13</sup>

#### f. The Measurement of Writing

Writing involves the mastery of all elements in target language such as grammar, content, vocabulary, spelling and mechanics. It involves complex process. There are criteria of measurement in writing skill, they are:<sup>14</sup>

Table 2  
The Measurement Rubrics of Writing

Writing Skill	Score	Criteria	Details
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail

<sup>13</sup>Jeremy Harmer, *How To Teach English* (Longman 1998), p.79

<sup>14</sup>Douglas H Brown, *“Language Assessment Principles and Classroom Practice”*, (New York: Longman University Press, 2007), Page 244.

	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very Poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Virtually no mastery of sentence construction

			rules, dominated by errors, does not communicate, r not enough to evaluate.
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured. <sup>15</sup>
	10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization,

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<sup>15</sup>*Ibid.*,Page. 245

			paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

## 2. The Concept of Argumentative Text

### a. The Definition of Argumentative Text

Argumentative writing one kind of writing that is requiring the author to explore a topic, accumulate, generate, and evaluate evidence, and establish the position on the topic by using concise manner.<sup>16</sup> It means that, argumentative text is the writing used to give some arguments about an issue.

In argumentative text, the writers are required to recognize that issues have at least two sides and presents the facts or information to develop a reasoned and logical conclusion based on the presented evidence.<sup>17</sup> It means that, to make writing

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<sup>16</sup> Thomas S. Kane, *“Essential Guide to Writing”*, (New York: Oxford University Press, 2000), Page 7

<sup>17</sup> Eli Hinkel, *“Teaching Academic ESL Writing”*, (London: Lawrence Elbaum Associates, 2004), Page 30



argumentative text we must be able to make readers agree with the writer's view.

**b. Three Requirements of a Strong Written Argument**

- 1) Takes a clear stand on an issue or a controversial topic.
- 2) Provides logical and relevant support (personal experiences, facts and statistics, opinions of experts, results of interviews).
- 3) Discusses the issue or topic in a fair-minded way, allowing for other points of view.<sup>18</sup>

**c. The Generic Structure of Argumentative Text**

1) Introductory Paragraph

The introductory paragraph is commonly known as topic sentences of paragraph. It is used to present the main ideas which will be generated into long several paragraphs after introduction. It is placed at the beginning of writing, not to mention the writer introduces the thesis statement which meaning is the statement which is correlated to the issue.

2) Body Paragraph

This part is generated into some supporting sentences in which the writer tries to support the topic sentence. The writer may give some opinions relate to introductory paragraph. To make argumentative writing rich of knowledge, the writer can

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<sup>18</sup> Paige Wilson & Teresa Glazier, *"The Least you should know about English Writing Skill"*, (New York: Cengage Learning Press 2008), Page 238

make some supporting sentence in several paragraphs. It can be generated into two until four paragraph.

### 3) Concluding Paragraph

Concluding paragraph try to give conclusion of the statement within topic sentence and supporting sentences. This section rementions the previous statements which are discussed before.

## **B. The Concept of Problem Solving Technique**

### **1. Definition of Problem Solving Technique**

Problem solving Technique is designed for discussing in the small group in the class to search the solve from the problem where the teacher as a guide. In problem solving technique, the students more active thinking with they groups and the teacher as a guide.

According Arthur Van Gundy, Problem solving can be defined as the process of making something into what you want it to be.<sup>19</sup> It means that, problem solving is the process of finding a way out of a problem.

Moreover David H. Jonassen, problem solving is primarily a cognitive process.<sup>20</sup> It means that problem solving can be described as “cognitive process in which confront contextualized, ill-structured problems and strive to find meaningful solutions”.

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<sup>19</sup> Arthur Van Gundy, “*101 Activities for teaching creativity and problem solving*”, (San Francisco: preiffer,2005), page 23

<sup>20</sup> David H. Jonassen, “*Learning To Solve Problem: A Handbook For Designing Problem solving Learning Environment*”, (New York: Routledge,2011), page 3

Furthermore Lena haine, Problem solving is goal-directed, the problem is divided into subordinate goals, and operations are used that transform the actual problem state in a step-by-step manner on the way to the desired final goal state.<sup>21</sup> It mean that problem solving help students to see that learning and life take place in contexts, contexts that affect the kinds of solutions that are available and possible.

Moreover S. Ian Robertson, Problem solving is defided as any goal-directed sequence of cognitive operation.<sup>22</sup> It means that problem solving is learning technique that results from the the process of the working towards the understanding and resolution of a problem in a real context.

Furthermore H. Douglas Brown, problem solving techniques focus on the groups solution of a specified problem.<sup>23</sup> It mean that, problem solving is techniques in learning activities with the finding a way out of a problem.

In problem solving technique, the students are identifying the problem of the lesson topic than find the resolution based on reflecting their experiences.

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<sup>21</sup> Lena haine, *“Problem Solving In A Foreign Language”*, (New York: Walter de Gruyter GmbH,2010)pg 27

<sup>22</sup> S. Ian Robertson, *“Problem solving”*,(USA And Canada: psychology press,2001)pg 5

<sup>23</sup> H. Douglas Brown, *“Teaching by Principles An Interactive Approach to Language Pedagogy”*, (San Francisco: Longman, 2000)pg 184-185

## 2. Type of Problem

The following two different types of problem-solving procedures used. These differentiate between novices and experts.<sup>24</sup>

### a. Novices use weak-method procedures

These procedures are domain – independent. It can be applied to any domain. These require substantial mental effort to perform. These are also virtually identical to Newell & Simon's model.

### b. Experts use domain-specific procedures

These are combinations of specific problem-solving situations and a series of compiled actions leading to solutions. These solutions are relatively automatically triggered. These procedures are created by successful repetitions. Examples driving home, flying a plane and playing video games.

## 3. The procedure of Problem Solving Technique

The researchers can make small grup and explaining a problem solving procedure to students, having them work in cooperative groups to follow the steps to problem solution, and asking them to explain orally or in writing how the solution was achieved. The following five-step problem solving sequence:

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<sup>24</sup> Azizi Bin Yahya, "*Problem Solving*", Malaysia: Faculty of Education University Technology Malaysia.p 7

a. Understand the Question.

Activities include reading the problem aloud, discussing prior knowledge about the problem type, drawing a picture of the problem, rewriting the question as a statement with a blank for the answer, paraphrasing the question.

b. Find the Needed Data.

Activities include underlining or circling data needed with 5W1H question.

c. Make a Plan.

Activities include deciding if one step or multiple steps are called for, choosing the operation(s), guessing and checking, or otherwise setting up the problem.

d. Solve the Problem.

Activities include choosing and determining the most strategy or resolution to solve the problem.

e. Check Back.

Activities include comparing the answer to the representation made to see if it makes sense, reviewing the problem solving steps, looking for more information in the problem, estimating the answer.<sup>25</sup>

So many steps that must be passed for students to use problem solving technique correctly. The students do not write to need the entire

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<sup>25</sup> Anna Uhl Chamot, "Learning And Problem Solving Strategies of ESL Students", *Bilingual Research Journal*, (Summer:Fall), 16:3&4/1992, P.8-9

text, but write the parts that are usually present the problem such as the title, after the students write the title of text, usually they begin to guess the contents of the text, then process the first paragraph without having to ignore the existences of anecdotes in the text. The students can find the solution from the problem. Solve by following the steps correctly then the students will get maximum results.

#### 4. The Strategy of Problem Solving Technique

Here is a general six-step strategy that you can follow in attempting to solve almost any problem. This six-step strategy is a modification of ideas discussed. Note that there is no guarantee of success. However, this six-step might get you started on a pathway to success.<sup>26</sup>

a. Understand the problem.

Among other things, this includes working toward having a clearly defined problem. You need an initial understanding of the Givens, Resources, and the Goal. This requires knowledge of the domain of the problem.

b. Determine a plan of action.

This is a thinking activity. What strategies will you apply? What resources will you use, how will you use them, in what order will you use them. Are the resources adequate to the task?

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<sup>26</sup> Azizi Bin Yahya, "*Problem Solving*", Malaysia: Faculty of Education University Technology Malaysia.p 10

- c. Think carefully about possible consequences of carrying out your plan of action.

Place major emphasis on trying to anticipate undesirable outcomes. What new problems will be created? You may decide to stop working on the problem or return to step 1 as a consequence of this thinking.

- d. Carry out your plan of action.

Do so in a thoughtful manner. This thinking may lead you to the conclusion that you need to return to one of the earlier steps. It is this reflective thinking that leads to increased expertise.

- e. Check to see if the desired goal has been achieved by carrying out your plan of action.

Then do one of the following:

- 1) If the problem has been solved go to step
- 2) If the problem has not been solved and you willing to devote more time and energy to it, make use of the knowledge and experience you have gained as you return to step 1 or step 2
- 3) Make a decision to stop working on the problem. This might be a temporary or a permanent decision. Keep in mind that the problem you are working on may not be solvable, or it may be beyond your current capabilities and resources.

- f. Do a careful analysis of the steps you have carried out and the result you have achieved to see if you have created new, additional problems that need to be addressed.

Reflect on what you have learned by solving the problem. Think about how your increased knowledge and skills can be used in other problem solving situations. (Work to increase your reflective intelligence!)

This six-step strategy for problem solving is worth memorizing. One of goals in teaching problem solving is to have all students memorize this strategy and practice it so that it become second nature. This will help to increase your student' expertise in solving problems. Many of the steps in this strategy require careful thinking.

## **5. Advantages and Disadvantages of Problem Solving Technique**

### **a. Advantages of Problem Solving Technique**

#### **1) *Greater output***

Simply because of the number of people involved, each with differing experience, knowledge, points of view and values, a larger number and variety of ideas for solving a problem can be produced.



**2) *Cross fertilisation***

The exchange of ideas can act as a stimulus to the imagination, encouraging individuals to explore ideas they would not otherwise consider.

**3) *Reduced bias***

The shared responsibility of a group in arriving at decisions can encourage individuals to explore seemingly unrealistic ideas and to challenge accepted ways of doing things. Individual biases and prejudices can be challenged by the group, forcing the individual to recognise them. Group pressure can also encourage individuals to accept that change is needed.

**4) *Increased risk taking***

Shared responsibility makes individuals more willing to take risks. The discussion of different points of view also helps the group to be more realistic in assessing the risks associated with particular courses of action.

**5) *Higher commitment***

When goals are agreed it gives a common purpose to the group, within which individuals can gain a feeling of self-determination and recognition through their contribution. Individuals who have contributed to finding a solution feel a greater commitment to its successful implementation.

#### **6) *Improved communication***

When people who are affected by a problem or who will be involved in implementation are involved in finding a solution, they will know how and why that particular solution was chosen. Also, people with knowledge relevant to the problem can communicate that knowledge directly if they participate in solving the problem.

#### **7) *Better solutions***

Groups of individuals can bring a broad range of ideas, knowledge and skills to bear on a problem. This creates a stimulating interaction of diverse ideas which results in a wider range and better quality of solutions.

### **b. Disadvantages of Problem Solving Technique**

#### **1) *Competition***

Most people working in a group unconsciously perceive the situation as competitive. This generates behaviour which is destructive and drains the creative energy of the group. For example, we often perceive disagreement with our ideas as a put-down. The natural reaction is to regain our self-esteem, often by trying to sabotage the ideas of those who disagreed with us. Instead of looking for ways to improve on their ideas we choose to destroy them.

Eager to express our own ideas, we may totally ignore what others are suggesting. Power-seekers may use ploys such as highlighting flaws in others' arguments, barbed questions and displays of expertise to show their supremacy. These types of behaviour create an atmosphere which is incompatible with effective problem solving.

## **2) *Conformity***

There is a strong tendency for individuals in a group to want to conform to the consensus. This can be for a variety of reasons, including the need to feel liked, valued or respected, and tends to make people censor their ideas accordingly. The comparative status of the individuals present also has an important influence. Senior members often want to maintain their image of being knowledgeable, while junior members want to avoid appearing the inexperienced 'upstart'. Because agreement on ideas can be gained quickly in a group setting, groups tend to select and approve solutions quickly, without exploring all the possibilities.

## **3) *Lack of objective direction***

Most traditional meetings and group discussions convened to solve problems are ineffectively directed. Sometimes there is no effective leader to give direction to the discussion, with the result that it wanders aimlessly. Even when there is strong leadership, the group leader or chairman often exerts undue

pressure on the direction and content of the discussion. In addition, the ideas aired during a meeting are not usually recorded, apart from the minutes and individual note-taking, with the result that many ideas are forgotten and cannot act as a constant stimulus to the discussion.

#### **4) *Time constraints***

Group problem solving is a relatively slow process compared with working alone. It requires individuals to come together at an agreed time, usually for about one hour, and this can cause organisational problems as well as impatience amongst participants to 'get it over with' as quickly as possible.

### **C. Action Hypothesis**

Based on the frame theories and assumption above, the researcher formulates the action hypothesis “By using Problem Solving Technique it can improve the students Argumentative Text writing Skill at the Eleventh Grade of SMA Negeri 1 Sekampung”.

### CHAPTER III

#### RESEARCH METHOD

##### A. Setting Location and Subject Location

This research was classroom action research type, and it will be conducted at the eleventh grade of SMA Negeri 1 Sekampung, which was located in Sekampung, East Lampung. Action research concern with a social practice, aimed towards improvement, a cyclical process, participative, determine by practitioners.

The subjects of thwas research was the students of SMA Negeri 1 Sekampung. There was thirty students of class XI MIA of SMA Negeri 1 Sekampung. The researcher choosed thwas class because most of the students has low score in Englwash lesson especially in Writing Argumentative. Bellow the data of class XI MIA of SMA Negeri 1 Sekampung

**Table 4**  
**The Whole Data of Class XI MIA of SMA Negeri 1 Sekampung**

Class	Gender	
	Male	Female
<b>XI MIA</b>	<b>11</b>	<b>19</b>
<b>Total</b>	<b>30</b>	

*Source: Ledger of the Englwash Teacher of SMA Negeri 1 Sekampung, taken on November, 27<sup>th</sup> 2017.*

##### B. Object of Study

The object of the study was research was Improving Students Writing Argumentative Text Ability by using Problem Solving Technique at the Eleventh Grade of SMA Negeri 1 Sekampung East Lampung.

### C. Action Plan

Action research was a method for improving and modifying the working system of a classroom in the school.<sup>27</sup> It means that, action research was a research that was used to investigate and evaluate the students and teachers work in teaching and learning with the aim of collecting information about what they want.

There were four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that, the activities in the classroom action research were based on planning, action, and observation, then, the writer could make a reflection to determine the next cycle. The purpose of the research was to know the problem solving. In this research, the researcher needs a collaborator to help in this action research.

Mc Niff defines that “Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be.”<sup>28</sup> It can be concluded that Classroom Action Research is the inquiry towards the problems faced in the learning activity by conducting an action and analyzing the action taken of the process and result of learning. In this research, the

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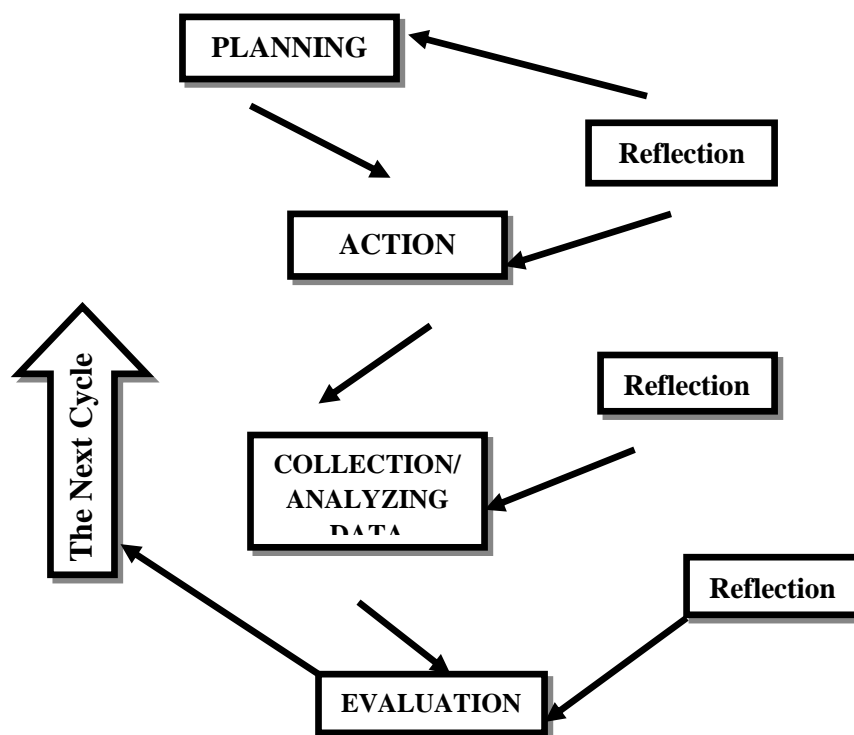
<sup>25</sup> Anne Burns, “*Doing Action Research in English Language Teaching*”, (New York: Routledge, 2010), Page 5.

<sup>28</sup> Jean McNiff and Jack Whitehead, *Action Research: principles and practice*, (London and New York: Rutledge Flamer, 2002), p.16

researcher as the teacher, and the teacher as collaborator. The English teacher was Mrs Ratmini, S.Pd as the collaborator in this research.

In the classroom action research, the researcher would like to hold the research in some cycles. There were a relationship between one and the other. They were planning, action, collection/ analyzing data, and reflection. It means that, action research consist of four steps include planning, action, observation, and reflection.

Figure 1  
Design of Classroom Action Research Model



Mc Kernan Model<sup>29</sup>

<sup>29</sup> Kweren Goodnough, "Taking Action in Science Classroom Trough Collaborative Action", (Canada, Sense Publwashers, 2011), Page 4.

Based on model design from Mc Kernan above, there were four steps in a acting process, they were planning, action, observation and reflection. Which was all activity has relationship with the other.

## **1. Cycle I**

### **a. Planning**

Planning was the first step before we were going to teach in the learning program. The material must suitable with the syllabus, and the instrument of evaluation.<sup>30</sup> In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in writing skill that occur in the classroom and concluding the finding in preliminary study. Then the researcher and the collaborator (teacher) prepared some plans to conduct the classroom. They were the following:

- 1) The researcher prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
- 2) The researcher prepared learning resource for students.
- 3) The researcher determined the method or strategy to be applied in acting phase. In this case, the researcher used problem solving technique to improve students writing Argumentative text.

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<sup>30</sup>Ernest T. Stringer, *"Integrating Teaching, Learning, and Action Research"*, (United States: SAGE Publications.Inch, 2010), Page 4.



- 4) The researcher prepared observation format and also evaluation format to evaluate the student's activity after teaching and learning process.
- 5) The researcher and the collaborator designed the criteria of success.

**b. Action**

This activity was implementation of learning activities that have prepared in the planning. It was the realization from the planning that the researcher had made. Without the action, the planning just imagination that never real. At the acting stage, the researcher tried to implement some techniques or procedural acts that had formula at planning.

The process follow the sequence of activities contained in the learning scenario. Using a sheet of observation, it used to make some notes the activities in the process of learning Argumentative Writing by using problem solving learning technique. Here was the step in action that the researcher could make in action:

- 1) Pre – Activity
  - a) The researcher started the lesson by greeting to the students.
  - b) The researcher and students prayed together.
  - c) The researcher checked students' attendance.

- d) The researcher informed to the students about the competence, the indicator and the objectives that should be achieved.

## 2) While Activity

- a) The researcher asked the student about news or problems that were in the spotlight of society and the reseacher wrote it on the board “do you know Jakarta was a city in Indonesia that often floods? And what do you think ?
- b) The researcher wrote on blackboard all their opinions regardless of whether or not they were true of false.
- c) The reseacher reviewed their opinions and chose the one most appropriate opinion for all students.
- d) The reseacher divided the student into small group that each group consists of four until five students.
- e) Grups search and found alternatives or resolution on how to solve problems about the topic.
- f) Grups determined and applied the most suitable strategy to solve the problem on the topic.
- g) Grups evaluated the succes of the strategy.
- h) The reseacher asked the the students to discuss it with their group and write Argumentative text by their own language. After that tell them to show theirs to other group in front of class. (Learning problem solving, and questioning).

- i) Asking a representative of each student to read theirs in front of the class.

### 3) Post – Activity

- a) The reseacher asked the student about they have learnt.
- b) The reseacher asked student's difficulties in learning writing Argumentative.
- c) The reseacher summarized the material and gave reflection to what have been done (self reflection).
- d) The reseacher motivated the students to study more about writing Argumentative correctly.
- e) The reseacher closed the meeting by saying Sallam.

After finishing the cycle one, the reseacher made evaluation how to successful this technique in teaching learning process in the class. If noting improvement in their skill, the reseacher would be continue to the next cycle.

### c. Observation

Observing was either an activity of a living being, consisting of receiving knowladge of the outside world through the sense, or the recording of data using scientific instruments. The term may also refer to any data collected during this activity.<sup>31</sup> Based on the observeing, the researcher decided whether there was anything that

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<sup>31</sup> Jean McNiff and Jack Whitehead, "*Action Research: Principles and Practice*", (London: RoutledgeFalmer, Inch. 2002).Page 35.

the researcher would be increase soon in order that action achieve the aim of the researcher goals. The researcher observed them in every activity.

#### **d. Reflection**

After observation process was done, the researcher and the reseacher made a reflection to evaluate teaching learning process and the improvement of students' writing Argumentative.

Reflection was an activity to analyze, understand, and make conclusions based on observations and field notes. Reflection was done by analyzing the results of tests and observation, and was used as the basis for improvements in the next cycle.

## **2. Cycle II**

#### **a. Re-planning**

In the first step, before conducting the action in the next step, the researcher would be repaired the problem found in cycle one. It would be explained as follow:

- 1) The researcher would be analyzes the reflection result to obtain the solving problem.
- 2) The researcher would revised and prepared the lesson plan based on the problem appears in the previous cycle including teaching procedure, media, and relevant material to be applied in acting step.

- 3) The researcher would rearranged observation format and also reforms the evaluation format to improved the plan indicators that had not been achieve yet in the previous cycle.

**b. Action**

The second step in the action research was action. It was the implementation of the planning. In this step the researcher acts as follows:

1) Pre-Activity

- a) The researcher started the lesson by greeting to the students.
- b) The researcher and students praying together.
- c) The researcher checked students' attendance.
- d) The researcher informed to the students about the competence, the indicator and the objectives that shall be achieve.

2) While Activity

- a) The reseacher asked the student about news or problems that were in the spotlight of society and the reseacher wrote it on the board "do you know Jakarta was a city in Indonesia that often floods? And what do you think ?
- b) The reseacher gave some vidios about the Jakarta flood
- c) The reseacher wrote on blackboard all their opinions regardless of whether or not they were true of false.

- d) The reseacher reviewed their opinions and chose the one most appropriate opinion for all students.
  - e) The reseacher divided the student into small group that each group consists of four until five students.
  - f) Grups searched and found alternatives or resolution on how to solve problems about the topic.
  - g) Grups determined and applied the most suitable strategy to solve the problem on the topic.
  - h) Grups evaluated the succes of the strategy.
  - i) The reseacher asked the students to discuss with their group and wrote Argumentative by their own language. After that tell them to show theirs to other group in front of class. (Learning problem solving, and questioning).
  - j) Asking a representative of each student to read theirs in front of the class.
- 4) Post – Activity
- a) The reseacher asked the student about they have learnt.
  - b) The reseacher asked student's difficulties in learning writing Argumentative.
  - c) The reseacher summarized the material and gave reflection to what have been done (self reflection).
  - d) The reseacher motivated the student to study more about writing argumentative correctly.

e) The teacher closed the meeting by saying Sallam.

**c. Observation**

In the third step, the researcher would observe the student's activity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using structure observation form and made note the overall activities. Furthermore, the researcher will also collected the data from the post test and the result of student's activity.

**d. Reflection**

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

**D. Data Collection Method**

To collect data, the reseacher used the data collection by using instrument as bellow:

**1. Test**

Test was set of stimuli present to an individual in order to elicit responses on the basis, which a numeral score can be assigned. The material in pre-test and post-test were different but have same difficulties. The test consists of pre-test and post-test. The types of the test were comprehension text. The test was divided into two parts, as follow:

**a. Pre-Test**

The pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the action research Post-Test.

**b. Pos-Test**

The post-test was given in the last meeting after doing treatments to found out whether the treatments give any contribution to the students' achievement in the class or not. The improvement could be seen if the average score of the post-test was higher than pre-test. This step would be done after the treatment to know the influence of the Problem solving technique were able to Improve the Students' Writing Argumentative.

**2. Observation**

Observation was a process of watching or listening to professional action either while it was happening, or from a tap sequence. Mean that observations could be defined as election, alteration, regwastration and coding series of action and situation connecting with organism which was suitable with empiric purpose.

In collecting data, the researcher observe students' learning process and put it into the data paper. This data consists of name of the student who were actively involve in the learning process. The data was made in order to know students' development and as reference for the



researcher to arise the participation of the student who have not involve yet.

### **3. Documentation**

Documentation was a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc.<sup>32</sup> The researcher used documentation to obtain the data about state of students, the history of SMA Negeri 1 Sekampung, state of the environment, the state of teachers, staff and organizational structure, and geographical condition school.

### **4. Field Note**

Field note was observation instrument in the form of narration in which the observer provides the paper and record the activity relate to the practice in the classroom before and after doing the action. In this research, the researcher would used field note to record the student's activity during the learning process in narration form.

## **E. Data Analysis Technique**

To know the simulation technique could improve Students' Writing Argumentative Skill, the researcher administers the pre-test before using reporter simulation technique and post-test after using reporter simulation technique.

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<sup>32</sup>Anne Burns, "*Collaborative Action Research for English Language Teachers*", (New York: Routledge, 1999), Page 140.

To analyze the data, the researcher computes data of the average rates of pre-test (X-pre) and post-test (X-post) by using formula as follows:<sup>33</sup>

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

Where:

$\overline{X}$  : Mean of average score

$\sum X$  : Number of students score

$N$  : Total number of student

Then, to know the result the researcher would compare between pre-test and post-test. The result would be match by the minimum standard in thwas school at least 70. If in cycle I there were some students not successful, so the researcher would like to conducted in cycle II.<sup>34</sup> The minimum cycle in CAR (Classroom Action Research) at least two cycles, if from cycle II all of the students were successful from Minimum Standard Criteria (MSC), the cycle able to be stoped until cycle II.

The formula to know the percentage of the students who pass the Minimum Standard Criteria (MSC) in each cycle as follow:<sup>35</sup>

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

$P$  : Class Percentage

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<sup>33</sup>Donald Ary.et.al, "Introduction ton Research in Education. Eight Edition", (USA: Wadsworth Cengage Learning, 2010), Page 108.

<sup>34</sup>Daniel R. Tomal, "Action research for Educator. Second edition", (United Kingdom: Rowman& Littlefield Publwashers.Inch, 2010), Page 109.

<sup>35</sup>Timothy C. Urdan, "Statwastics in Plain Englwash", (London: Lawrence Erlbaum Associate Publwashers, 2015), Page 10.

*F* : Frequency

*N* : Number of Students

#### **F. Indicator of Success**

The research reputes to be successful if 70 % of students got minimum score at least 70 and there was improvement students learning activity in teaching learning process after using Problem solving technique in teaching learning process. Therefore the students become more active and enthusiastic in learning English.

## **CHAPTER IV**

### **RESEARCH RESULT AND INTERPRETATION**

#### **A. Research Result**

In this chapter the researcher would like to present about the research. It involved the research result and discussion which had been carried out by the researcher at SMA Negeri 1 Sekampung especially for the Eleventh grade of student in class XI IPA<sup>3</sup> SMA Negeri 1 Sekampung East Lampung.

##### **1. The Profile of The School**

###### **a. The History of State Senior High School 1 Sekampung**

State Senior High School 1 Sekampung is located on Jl. Raya Hargomulyo-Sekampung, East Lampung. This school was established on 2004 by a society figure of East Lampung on the 14.175m<sup>2</sup> area at Sekampung district. At the same time, this school were have 11 local . The establishment of this school based on the NSS/NIS/NPSN 301.12.04.03.001/300110/10806079 and the number of certificate/Akta 74/Sekampung 1999. The name of State Senior High School 1 Sekampung had been changed due to the division of districts in Sekampung.

###### **b. Building Condition and School Facilities**

State Senior High School 1 Sekampung has the satisfy facilities to support the learning activity. Specifically, the facilities as follows:

Table 5.  
Facilities at SMA N 1 Sekampung in Academic Year 2018/2019

No.	Name of Room	Number of Unit	Area
1.	Classroom	18	1348 m <sup>2</sup>
2.	Headmaster's Room	1	24 m <sup>2</sup>
3.	Vice Principles' Room	1	15 m <sup>2</sup>
4.	Administration's Room	1	121 m <sup>2</sup>
5.	Teacher's Room	1	121 m <sup>2</sup>
6.	CounselingRoom	1	9 m <sup>2</sup>
7.	Laboratory		
	A. Science Laboratory	1	116 m <sup>2</sup>
	B. Physics Laboratory	-	m <sup>2</sup>
	C. Biology Laboratory	-	
	D. Chemical Laboratory	-	
	E. English Laboratory	-	
	F. Computer Laboratory	1	116 m <sup>2</sup>
9.	Library	1	72 m <sup>2</sup>
10.	Mosque	1	2000 m <sup>2</sup>
11.	Student Health Units	1	18 m <sup>2</sup>
12.	Toilet	14	84 m <sup>2</sup>
13.	Parking	4	2000 m <sup>2</sup>
14.	The Ceremony Field	1	3000 m <sup>2</sup>
15.	Canteen	3	96 m <sup>2</sup>

**Source:** Documentation of SMA N 1 Sekampung in the academic year 2018/2019 on July 16<sup>th</sup> 2018.

Table 6  
The Teacher Education Background at Senior High School 1 Sekampung

Higher Education	Male	Female
S3/S2	1	-
S1	16	13
D3/Sarmud	2	-
D2		-
D1	1	
SLTA	-	1
SLTP	1	-
SD	1	1

Table 7  
The Teacher and Functional Formation at Senior High School 1  
Sekampung

No	Academic Subject	Total
1.	Islam Religion	1
2.	Civics	1
3.	Indonesian	3
4.	English	3
5.	Biology	2
6.	Mathematics	4
7.	Physics	3
8.	Chemistry	2
9.	Geography	1
10.	Economy	2
11.	Art and Culture	3
12.	Computer Science	2
13.	Accountancy	1
14.	Physical Science	2
15.	History	2
16.	Sociology	1
17.	Counceling	3

*Source: Documentation of SMA N 1 Sekampung in the academic year 2018/2019.*

**c. Total of The Students at State Senior High School 1 Sekampung**

Total of the students divided some classes that can be identified as follows:

Table 8  
The number of students at Senior High School 1 Sekampung in  
academic year 2018/2019

No.	Class	Sex		Amount
		Male	Female	
1.	X IPA	39	75	114
2.	X IPS	54	83	137
3.	XI IPA	39	60	99
4.	XI IPS	52	97	149
5.	XII IPA	33	83	116
6.	XII IPS	48	63	111
<b>Amount</b>				<b>747</b>

*Source:* Documentation of SMA N 1 Sekampung in the academic year 2018/2019 on July 16<sup>th</sup> 2018.

#### d. Vision and Mission of State Senior High School 1 Sekampung

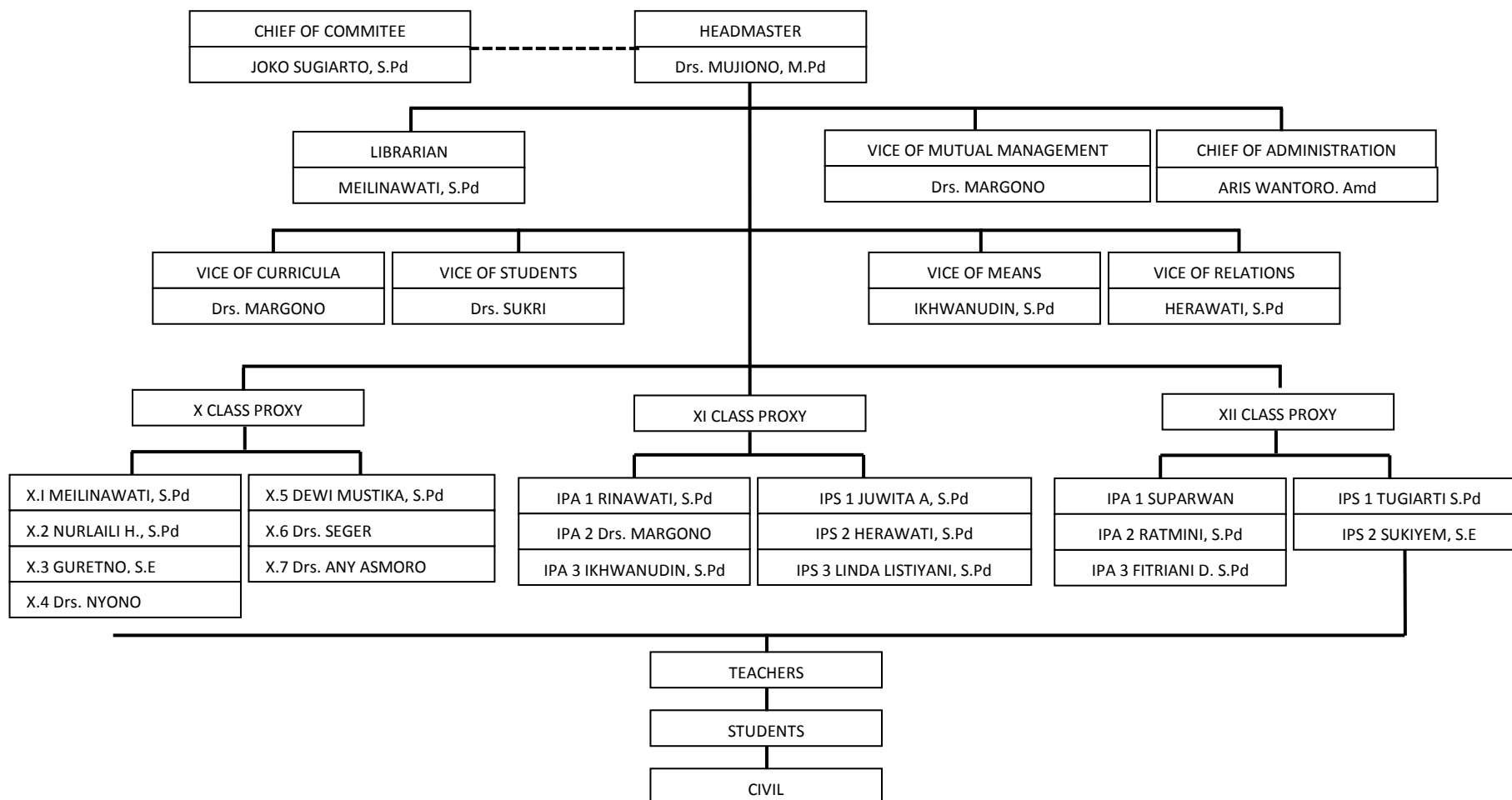
Table 9  
Vision and Mission of State Senior High School 1 Sekampung

<b>Vision :</b> Discipline, Performance, the Good Manners, and Taqwa	
<b>No</b>	<b>Indicated by</b>
1.	Dicipline at the teching-learning activity
2.	Performing in the intracurricular and extracurricular
3.	Have a good manners in interacting
4.	Taqwa in the religion spiritual
<b>No</b>	<b>Mission</b>
1.	Inure to be diciplin in all things continuously
2.	Sprout up the teachers, staff, and studnets awarenes to do the duty and obigation
3.	Implement the teaching-learning process optimally.
4.	Pushing and improving the teacher and staff professional ability, also the facilities and infrastructure
5.	Assistingand guiding students to recognize they own potential and respectful to the other.
6.	Practicing the religioun activities in the daily life.

*Source:* Documentation of SMA N 1 Sekampung in the academic year 2018/2019 on July 16<sup>th</sup> 2018

### e. The Organizational Structur of School

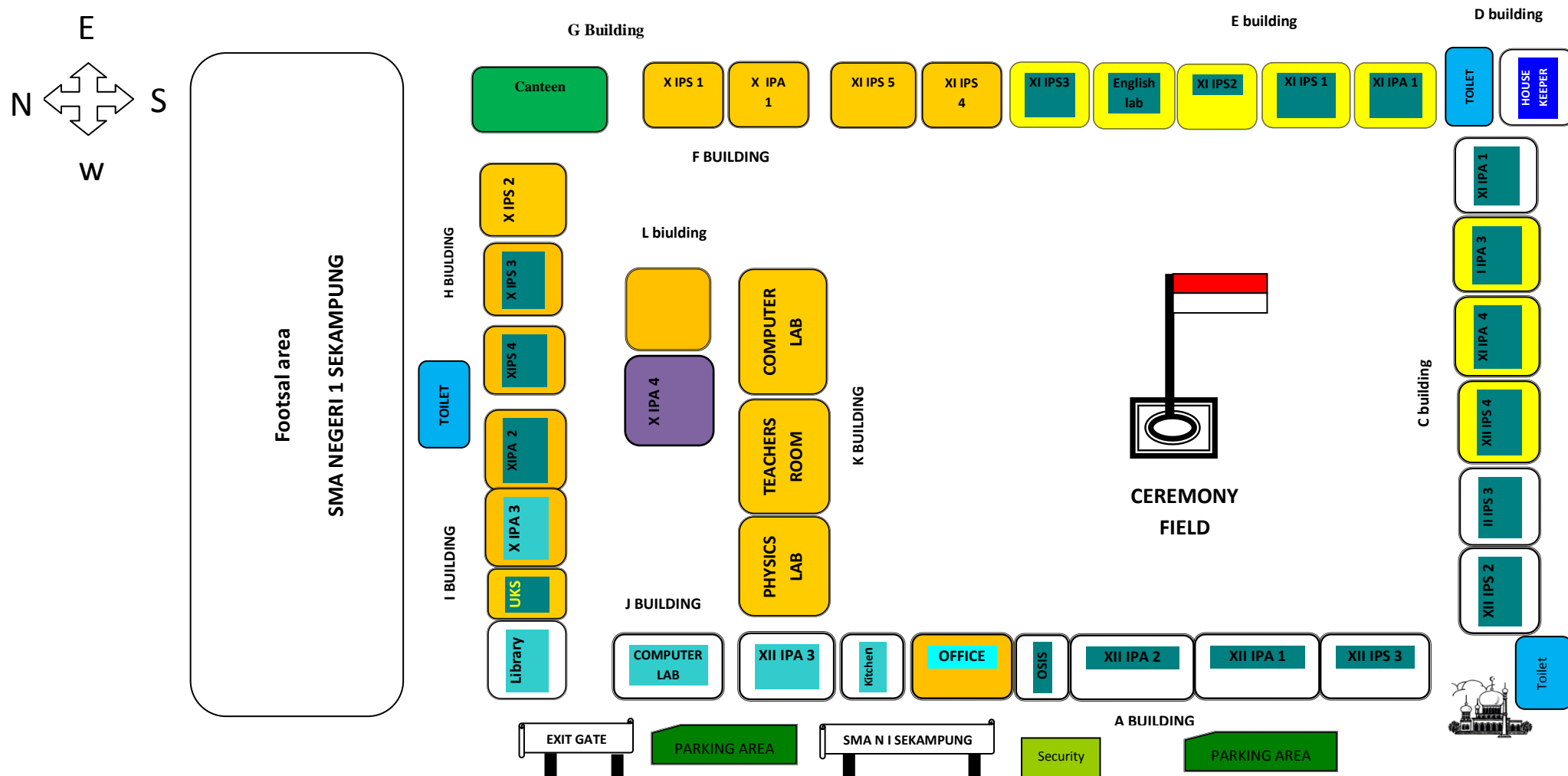
Figure 2  
The Organizational Structure of State Senior High School 1 Sekampung in 2018/2019





# f. The Schools' Map of State Senior High School 1 Sekampung

Picture 1.  
The Schools' Map of State Senior High School 1 Sekampung



## **B. The Description of Research Result**

This research was classroom action research, and it was conducted at the Eleventh Grade of SMA Negeri 1 Sekampung East Lampung, which was located in Sekampung, East Lampung. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The students result of writing argumentative text was gained through test which consisted of pretest and post test that was given to the students in the beginning research and in the end of each cycle, while the students' activity were gained from the observation of students' learning activities.

### **1. Action and Learning at Pre-Test**

#### **a. Pre-test activity**

Pre-test was presented to student which was aimed to find out students' ability before the treatment was implemented. It was conducted on Monday, July 30<sup>th</sup>, 2018 at 13.15 A.M until 14.45 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, checked the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about argumentative for 40 minutes by using explanatory method. Afterwards, to measure their ability before giving the treatment, the researcher gave them pre-test. The researcher used objective test in



Table 11

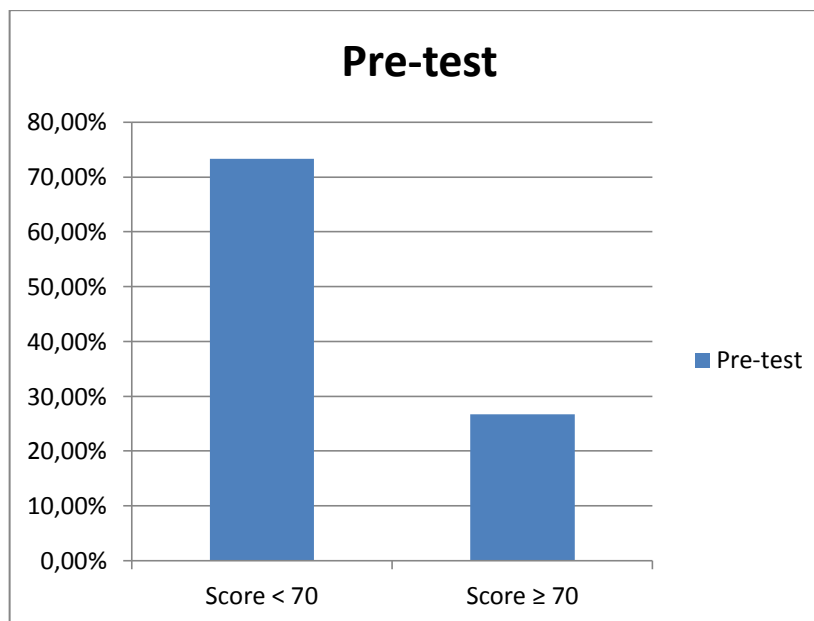
Frequency of students' score in Pre-test

	Grade	Category	Frequency	Percentage
1.	$\geq 70$	Completed	8	26.67%
2.	$< 70$	Uncompleted	22	73.33%
<b>Total</b>			<b>30</b>	<b>100%</b>

*Source:* The result score of writing post test 2 at XI IPA 3 class of SMA Negeri 1 Sekampung on July 30<sup>th</sup> 2018.

Graph 1

Percentage of Students Argumentative Writing Pre-Test Score



Based on the result of student's argumentative writing pre-test score, it can be inferred that 22 students (73,33%) were not successful and 8 other students (26,67%) were successful. The successful students were those who got the minimum mastery criteria at SMA Negeri 1 Sekampung at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 58, so the result was unsatisfactory. It indicated that the result of students argumentative writing was still low. It was the reason

why the reseacher used Problem Solving Technique to improve students argumentative writing. 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.

## **2. Cycle 1**

### **a. Planning**

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

### **b. Acting**

#### **1) The first meeting**

The first meeting was conducted on Wednesday, August 1<sup>st</sup> 2018 at 07.15 until 08.45 and followed by 30 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure

the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

For the beginning, the researcher started to introduce the procedure of technique that will be used in the learning process, then started to deliver the material. The researcher gave the paragraph about 'Internet' and asked the students to read it. Then, the researcher said "Well class, now I want to ask you. What is the type of the Paragraph?" Some students answered "descriptive text", some students kept silent, and one students answered "argumentative paragraph". The researcher said "Good! The type is argumentative paragraph. Today we will discuss together about argumentative paragraph."

The researcher explained that the used paragraph in the teaching learning was organized in the argumentative form. The generic structure included topic sentence-supporting sentence-conclusion. The purpose of the paragraph is to present and defend an argument in favour of some point of view.

Then, a student asked "Ms, what is supporting sentence?" The researcher answered "supporting sentence in a paragraph give information in other explain, describe, and develop the main idea in the topic".

Next, the researcher announced the member of groups that consist of five students. Each student in one group has different member. The researcher asked the members of group to read and discuss together about the given paragraph. Then, the researcher asked the students to find difficult words and asked it to her. After that, when the discussion time was up, the researcher called the name of the group and than were standing up. The researcher gave the same question for all students who had the name and they answered it.

In this stage, the students were actively following the teaching learning process, because they worked it on the group, so they would discuss when found the difficulties. But, there were still trouble faced to the students. Such as, some of the students were not confidence to share the ideas in front of the others, they still felt shy, and because of their lack of desire in writing English paragraph for some students, they lost the discussion time.

## 2) The second meeting

The second meeting was conducted on Monday, August 6<sup>th</sup> 2018 at 13.15 until 14.45. This meeting was used to post test 1. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave the ice breaking and reviewed

the last material shortly then gave the post test 1. Kinds of the test was essay which consisted of 3 topics. The result of the students' test in post test 1 was better than test in pre-test before.

Table 12  
Students' Post Test 1 score

NO	Students Code	Criteria of the Score					TOTAL	Note (≥70)
		C	O	V	L	M		
1	AAN	21	13	15	18	3	70	Completed
2	AG	22	13	18	17	4	74	Completed
3	AW	23	17	19	12	4	75	Completed
4	AN	24	17	17	18	4	80	Completed
5	AES	17	13	14	17	3	64	Uncompleted
6	AP	22	15	14	15	4	70	Completed
7	CIR	21	13	10	10	3	57	Uncompleted
8	CSA	22	14	14	11	3	64	Uncompleted
9	DSS	23	17	15	18	4	77	Completed
10	EM	23	17	10	11	3	64	Uncompleted
11	ECRL	21	11	13	12	3	60	Uncompleted
12	FR	21	13	10	11	3	58	Uncompleted
13	FA	21	14	13	12	3	63	Uncompleted
14	HO	22	17	17	16	4	76	Completed
15	ITA	21	12	12	12	4	61	Uncompleted
16	IKD	22	18	14	17	4	75	Completed
17	KPS	15	13	9	9	3	49	Uncompleted
18	LKW	22	11	13	11	4	61	Uncompleted
19	MTW	19	8	10	10	3	50	Uncompleted
20	NH	23	16	15	15	4	73	Completed
21	NRD	20	13	11	8	3	55	Uncompleted
22	PIAS	21	9	14	9	3	56	Uncompleted
23	RI	16	13	12	11	3	55	Uncompleted
24	RBS	22	16	17	11	4	70	Completed
25	RL	21	13	14	14	4	66	Uncompleted
26	RRV	23	16	17	18	4	78	Completed
27	SN	22	16	17	18	4	77	Completed
28	TV	20	11	15	12	2	60	Uncompleted
29	USW	23	16	14	13	4	70	Completed
30	WNA	23	14	19	15	4	75	Completed
High Score							80	
Lowest Score							55	
Average							66.1	



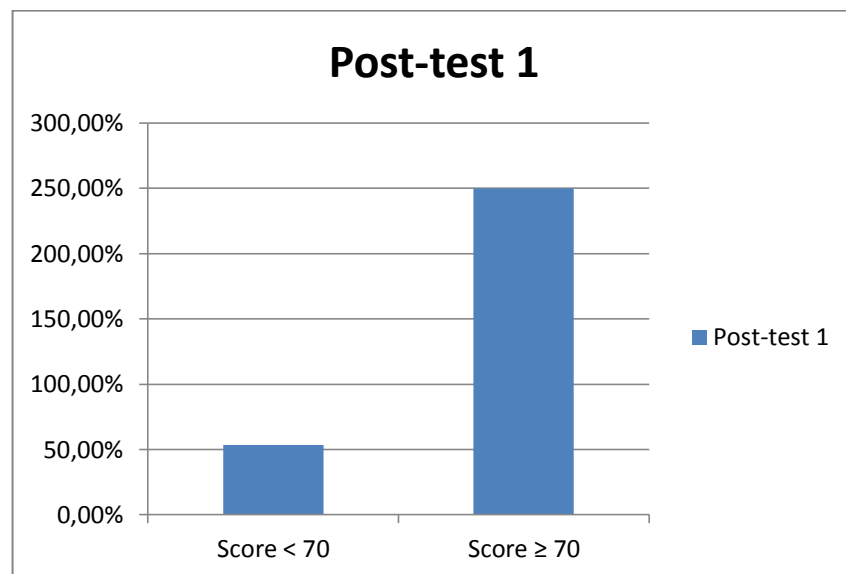
Table 13  
Frequency of students' score in Post test 1

No.	Grade	Category	Frequency	Percentage
1.	$\geq 70$	Completed	14	46.67%
2.	$< 70$	Uncompleted	16	53.33%
<b>Total</b>			<b>30</b>	<b>100%</b>

Source: The result score of writing post test 1 at X IPA class of SMA N 1 Sekampung on August 6<sup>th</sup> 2018.

Graphic 2

The Result of the Students' Score f the Post-test 1



Based on the result above, it could be seen that 14 students (46.67%) got score up to the standard and 16 students (53.33%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said success when 70% students got score  $\geq 70$ . The fact showed that the result was unsatisfying.

### c. **Observing**

In observation, the researcher presented two meetings in cycle I of learning to find information of the paragraph in writing lesson. The researcher explained the Problem Solving Technique to the students. The students confused about what they should do and got the difficulty to find the information of the paragraph.

In the second meeting, the researcher explained Problem Solving Technique before giving assignments. In this meeting, the students began active. They also began to be interested in teaching and learning process. In the post test 1, there were 14 of 30 students got good score. Although only 16 students who passed the minimum score, but the result of the students' test was better than the students' pre-test before giving treatment.

The indicators of student activities as follows:

- 1) The students understand the problem and determine topic sentence.
- 2) The students collect data needed and make supporting sentence.
- 3) The students find solve the problem and make a conclusion.
- 4) The students write argumentative paragraph with coherence, cohesion and unity.

The observation result of students' learning activities on first meeting and second meeting of the first cycle could be seen on the table below:

Table 14  
Student's Learning Activities at First Meeting in Cycle I

No	Students Code	Indicators				Total
		1	2	3	4	
1	AAN	√	√			2
2	AG	√				1
3	AW	√		√		2
4	AN	√	√	√	√	4
5	AES	√				1
6	AP	√	√			2
7	CIR		√	√		2
8	CSA		√	√		2
9	DSS	√	√	√	√	4
10	EM	√		√		2
11	ECRL	√		√		2
12	FR	√				1
13	FA	√				1
14	HO	√	√	√	√	4
15	ITA	√	√			2
16	IKD	√	√	√	√	4
17	KPS			√		1
18	LKW	√				1
19	MTW		√			1
20	NH	√	√	√		3
21	NRD			√		1
22	PIAS			√		1
23	RI	√				1
24	RBS		√			1
25	RL			√		1
26	RRV	√	√	√	√	4
27	SN	√	√	√	√	4
28	TV	√		√		2
29	USW	√	√			2
30	WNA	√	√		√	3
<b>Total</b>		<b>22</b>	<b>16</b>	<b>17</b>	<b>7</b>	<b>62</b>
<b>Percentage</b>		<b>73%</b>	<b>53%</b>	<b>57%</b>	<b>23%</b>	

Table 15  
Student's Learning Activities at Second Meeting in Cycle I

No	Students Code	Indicators				Total
		1	2	3	4	
1	AAN	√	√	√		3
2	AG	√	√	√	√	4
3	AW	√	√	√	√	4
4	AN	√	√	√	√	4
5	AES	√		√		2
6	AP	√	√			2
7	CIR			√		1
8	CSA		√	√		2
9	DSS	√	√	√	√	4
10	EM	√		√		2
11	ECRL	√		√		2
12	FR	√				1
13	FA	√	√			1
14	HO	√	√	√	√	4
15	ITA	√	√			2
16	IKD	√	√	√	√	4
17	KPS			√		1
18	LKW	√				1
19	MTW		√			1
20	NH	√	√	√	√	4
21	NRD			√		1
22	PIAS	√		√		2
23	RI	√				1

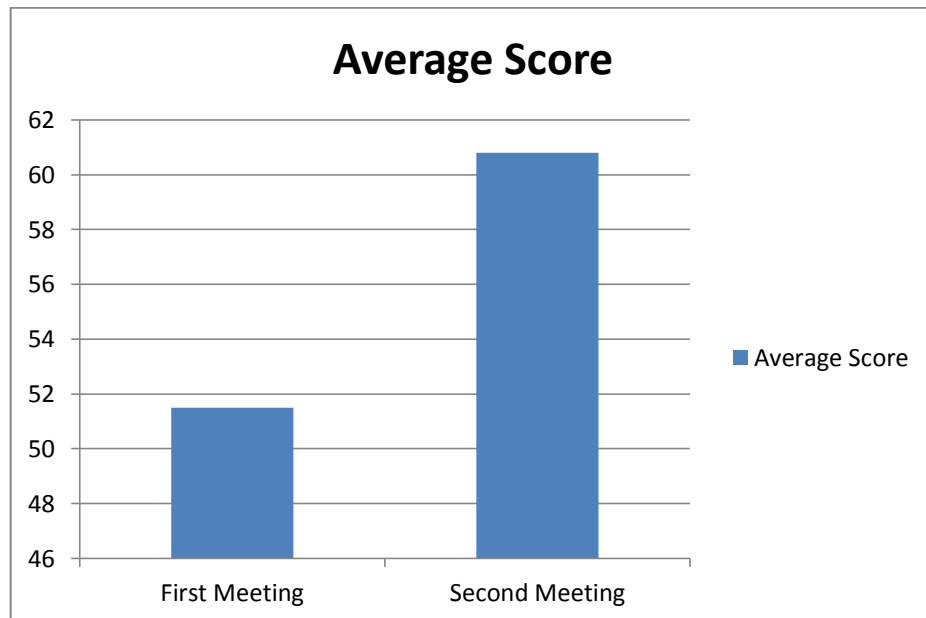
24	RBS		√			1
25	RL	√	√			2
26	RRV	√	√	√	√	4
27	SN	√	√	√	√	4
28	TV	√		√		2
29	USW	√	√	√		3
30	WNA	√	√	√	√	4
<b>Total</b>		<b>24</b>	<b>19</b>	<b>20</b>	<b>10</b>	<b>73</b>
<b>Percentage</b>		<b>80%</b>	<b>63%</b>	<b>67%</b>	<b>33%</b>	

Table 16  
The Percentage of Student's Learning Activities at Cycle I

No	Students Activities	Cycle I		Poin (%)
		First Meeting	Second Meeting	
1	The students understand the problem and determine topic sentence	73%	80%	7%
2	The students collect data needed and make supporting sentence	53%	63%	10%
3	The students find solve the problem and make a conclusion	57%	67%	10%
4	The students write argumentative paragraph with coherence, cohesion and unity	23%	33%	10%
<b>Total</b>		<b>206%</b>	<b>243%</b>	<b>37%</b>
<b>Average</b>		<b>51,5</b>	<b>60,8</b>	

Graph 3

The Comparison between First Meeting and Second Meeting of Student's Learning Activities in Cycle 1



The table and graph above showed that not all of the students were active in learning process. The average percentage of the student's learning activity in first meeting was only 51,5 and second meeting was 60,8. Based on the result above, it could be conclude that the learning process was not successful related with the indicator of success at least 70 % passed the criteria.

#### d. Field Note

At this stage the researcher made a note of students' activities. From the observation on cycle I in the beginning of learning before the researcher used problem solving technique. Most of students still seemed confused in the class, most of

students who difficulty to do the test was given, and most of students were not active in learning process.

**e. Reflection**

From the result observation in learning process in cycle 1, it can be concluded that in the learning process has not achieved Minimum Standard Criteria of the research yet. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's pre-test score and the result of student's post-test 1 score. The comparison between pre-test score and post-test 1 score as follow:

Table 17  
The Comparison between Pre-Test and Post-Test Score

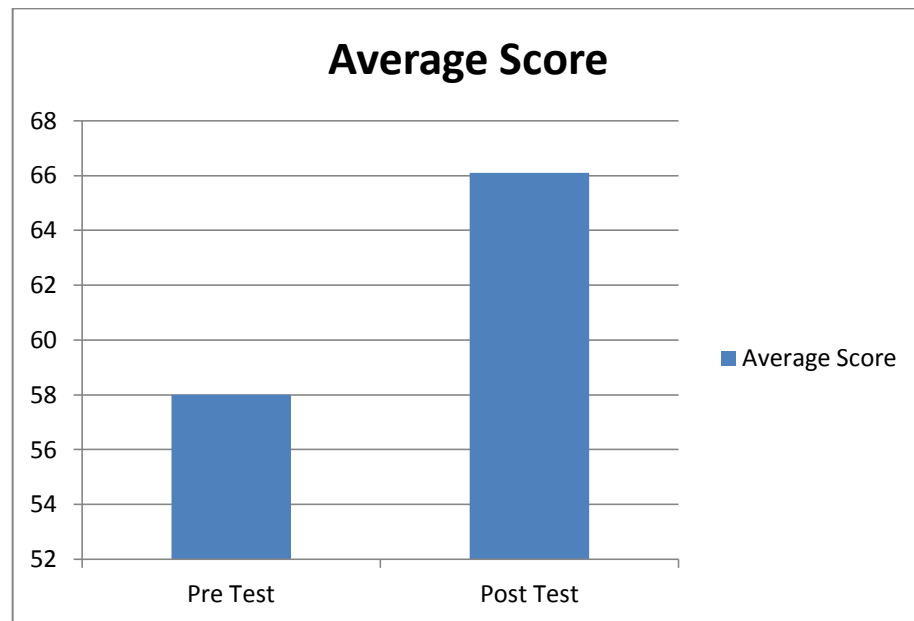
No	Name Initial	PreTest Score	PostTest 1 score	Improvement Score	Explanation
1	AAN	65	70	5	Improve
2	AG	52	74	22	Improve
3	AW	66	75	9	Improve
4	AN	77	80	3	Improve
5	AES	46	64	18	Improve
6	AP	60	70	10	Improve
7	CIR	52	57	5	Improve
8	CSA	58	64	6	Improve
9	DSS	75	77	2	Improve
10	EM	61	64	3	Improve
11	ECRL	55	60	5	Improve

12	FR	50	58	8	Improve
13	FA	47	63	16	Improve
14	HO	75	76	1	Improve
15	ITA	59	61	2	Improve
16	IKD	73	75	2	Improve
17	KPS	47	49	2	Improve
18	LKW	42	61	19	Improve
19	MTW	42	50	8	Improve
20	NH	70	73	3	Improve
21	NRD	42	55	13	Improve
22	PIAS	55	56	1	Improve
23	RI	44	55	11	Improve
24	RBS	48	70	22	Improve
25	RL	46	66	20	Improve
26	RRV	76	78	2	Improve
27	SN	75	77	2	Improve
28	TV	52	60	8	Improve
29	USW	60	70	10	Improve
30	WNA	70	75	5	Improve
<b>Total</b>		<b>1740</b>	<b>1983</b>	<b>243</b>	
<b>Average</b>		<b>58</b>	<b>66,1</b>		



Graph 4

Average Score of Pre-Test and Post-Test 1



The table and the graphic above showed that the mean score of pre-test score was 58 and average score of post-test I was 66,1 and the mean improvement score was 8,1 point. There was improvement between pre-test and post-test 1 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 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 towards the teacher's explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher and collaborator have to continue in cycle II which consisted of planning, acting and observing and reflecting.

### **3. Cycle 2**

In other that to repair the weakness in cycle I the researcher need to be held to continue in cycle II because of cycle I was not success. In this phase cycle II has four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

#### **a. Planning**

Based on the observation and reflection in cycle I, it showed failure. So, the researcher and collaborator try to repare the problem in cycle I and arrange the planning for cycle II based on the problem that students deal toward writing argumentative paragraph. In this phase the researcher and collaborator made the planning that would use in teaching learning process that was preparing the lesson plan, preparing the material, preparing the learning media, and preparing the observation sheet of the students' activity 2.

## **b. Action**

### **1) First Meeting**

The first meeting was held on wednesday, August, 8<sup>th</sup>, 2018 at 07.15 A.M – 08.45 A.M and it took about 90 minutes or  $2 \times 45$  minutes. In this meeting the researcher was as a teacher and Mrs. Ratmini, 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 students the learning material about argumentative writing. In section the researcher as the teacher also explained the used of simple present tense as the requirement of formula to make argumentative writing well.

After explanation was done, the teacher ask to the students about the material, is the students are understand or not. In this meeting condition of the class was effective. Most of student was pay attention about the teacher explanation. Then for the next section the teacher order to the students to make a group discussion. Each group consisted of four up to five persons.

Afterwards the researcher gave each group the exercise to be discussed and finished in a group. Later on, the leaders in

each group were invited to conclude the discussion result about the argumentative writing. To strengthen their result discussion 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.

## 2) Second Meeting

The second meeting was conducted on Monday, August 13<sup>th</sup>, 2018 at 13.14 A.M – 14.45 P.M, this meeting used to post test 2 in the last of 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 18  
The Result of Students Argumentative Writing Post-Test II Score

NO	Students Code	Criteria of the Score					TOTAL	Note ( $\geq 70$ )
		C	O	V	L	M		
1	AAN	21	13	15	18	3	79	Completed
2	AG	22	13	18	17	4	80	Completed
3	AW	23	17	19	12	4	82	Completed
4	AN	24	17	17	18	4	81	Completed
5	AES	17	13	14	17	3	70	Uncompleted
6	AP	22	15	14	15	4	75	Completed
7	CIR	21	13	10	10	3	72	Uncompleted
8	CSA	22	14	14	11	3	80	Uncompleted
9	DSS	23	17	15	18	4	80	Completed
10	EM	23	17	10	11	3	70	Uncompleted
11	ECRL	21	11	13	12	3	70	Uncompleted
12	FR	21	13	10	11	3	65	Uncompleted

13	FA	21	14	13	12	3	75	Uncompleted
14	HO	22	17	17	16	4	82	Completed
15	ITA	21	12	12	12	4	70	Uncompleted
16	IKD	22	18	14	17	4	80	Completed
17	KPS	15	13	9	9	3	60	Uncompleted
18	LKW	22	11	13	11	4	65	Uncompleted
19	MTW	19	8	10	10	3	60	Uncompleted
20	NH	23	16	15	15	4	75	Completed
21	NRD	20	13	11	8	3	67	Uncompleted
22	PIAS	21	9	14	9	3	70	Uncompleted
23	RI	16	13	12	11	3	65	Uncompleted
24	RBS	22	16	17	11	4	75	Completed
25	RL	21	13	14	14	4	75	Uncompleted
26	RRV	23	16	17	18	4	82	Completed
27	SN	22	16	17	18	4	80	Completed
28	TV	20	11	15	12	2	70	Uncompleted
29	USW	23	16	14	13	4	75	Completed
30	WNA	23	14	19	15	4	75	Completed
<b>High Score</b>							<b>82</b>	
<b>Lowest Score</b>							<b>60</b>	
<b>Average</b>							<b>73,6</b>	

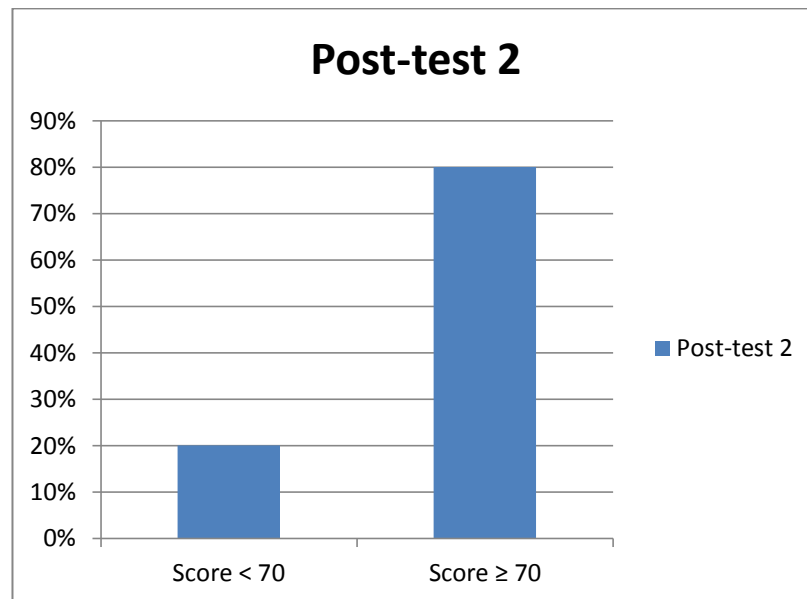
Table 19  
Frequency of students' score in Post test 2

No.	Grade	Category	Frequency	Percentage
1.	$\geq 70$	Completed	24	80%
2.	$< 70$	Uncompleted	6	20%
<b>Total</b>			<b>30</b>	<b>100%</b>

Source: The result score of writing post test 1 at X IPA class of SMA N 1 Sekampung on August 13<sup>th</sup> 2018.

Graphic 4

The Result of the Students' Score of the Post-test 2



Based on the result above, it could be inferred that 24 students (80%) were successful and 6 other students (20%) were not successful. From the post-test II results, the researcher got the average of 73,6. It was higher than post-test 1 in cycle I.

According to explanation above, it can be inferred that indicator of success was achieved. That is 80% from the students got score at least 70 for the minimum standard criteria and the other hand the cycle II was successfully.

### c. Observation

In this phase has similar step with the previous cycle. While the treatment was being presented by the researcher, the student activities during the learning process were also being observed by

the observer. The students who were active in discussion would get reward to make the learning more fun and to stimulate the students most enthusiastic.

For the observation sheet in detail could be seen in appendix 16 and 17 for meeting 1 and meeting 2 at cycle II. The observation result of students' activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

Table 20  
Observation Result of Students Learning Activity of First Meeting  
at Cycle II

No	Students Code	Indicators				Total
		1	2	3	4	
1	AAN	√	√	√		3
2	AG	√	√	√	√	4
3	AW	√	√	√	√	4
4	AN	√	√	√	√	4
5	AES	√		√		2
6	AP	√	√	√		3
7	CIR	√		√		2
8	CSA	√	√	√		3
9	DSS	√	√	√	√	4
10	EM	√	√	√		3
11	ECRL	√		√		2
12	FR	√		√		2
13	FA	√	√		√	3
14	HO	√	√	√	√	4
15	ITA	√	√			2
16	IKD	√	√	√	√	4
17	KPS	√		√		2
18	LKW	√	√			2
19	MTW		√	√		2
20	NH	√	√	√	√	3
21	NRD	√		√		2
22	PIAS	√	√	√		3
23	RI	√	√			2
24	RBS	√	√			2
25	RL	√	√		√	3

26	RRV	√	√	√	√	4
27	SN	√	√	√	√	4
28	TV	√		√	√	3
29	USW	√	√	√		3
30	WNA	√		√	√	3
<b>Total</b>		<b>29</b>	<b>22</b>	<b>24</b>	<b>13</b>	<b>88</b>
<b>Percentage</b>		<b>96%</b>	<b>73%</b>	<b>80%</b>	<b>43%</b>	

Note :

≤50% : **Not Active**

≥50% : **Active**

Table 21  
Observation Result of Students Learning Activity at Second Meeting  
in Cycle II

No	Students Code	Indicators				Total
		1	2	3	4	
1	AAN	√	√	√	√	4
2	AG	√	√	√	√	4
3	AW	√	√	√	√	4
4	AN	√	√	√	√	4
5	AES	√	√	√		3
6	AP	√	√	√	√	4
7	CIR	√	√	√		3
8	CSA	√	√	√	√	4
9	DSS	√	√	√	√	4
10	EM	√	√	√		3
11	ECRL	√	√	√		3
12	FR	√		√		2
13	FA	√	√	√	√	4
14	HO	√	√	√	√	4
15	ITA	√	√	√		3
16	IKD	√	√	√	√	4
17	KPS	√		√		2
18	LKW	√	√			2
19	MTW		√	√		2
20	NH	√	√	√	√	4
21	NRD	√	√	√		3
22	PIAS	√	√	√		3
23	RI	√	√			2
24	RBS	√	√	√	√	4
25	RL	√	√	√	√	4
26	RRV	√	√	√	√	4



27	SN	√	√	√	√	4
28	TV	√		√	√	3
29	USW	√	√	√	√	4
30	WNA	√	√	√	√	4
<b>Total</b>		<b>29</b>	<b>27</b>	<b>28</b>	<b>18</b>	<b>102</b>
<b>Percentage</b>		<b>96%</b>	<b>90%</b>	<b>93%</b>	<b>60%</b>	

Note :

$\leq 50\%$  : **Not Active**

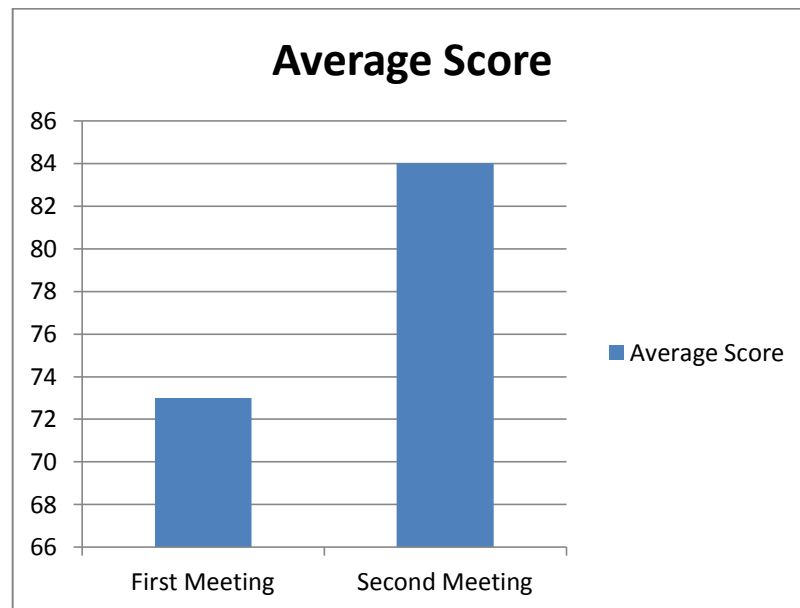
$\geq 50\%$  : **Active**

Table above showed achieved the score of students' activity in teaching learning process at cycle II. Then the percentage of students' activity at meeting one and meeting two of cycle II could be seen as follow:

Table 22  
The Percentage of Students Learning Activity at Cycle II

No	Students Activities	Cycle II		Poin (%)
		Meeting 1	Meeting 2	
1	The students understand the problem and determine topic sentence	96%	96%	0%
2	The students collect data needed and make supporting sentence	73%	90%	13%
3	The students solve the problem and make conclusion	80%	93%	13%
4	The students write argumentative paragraph with coherence, cohesion and unity	43%	60%	17%
<b>Total</b>		<b>292%</b>	<b>339%</b>	<b>43%</b>
<b>Average</b>		<b>73</b>	<b>84</b>	

Graph 6  
The Comparison between First Meeting and Second Meeting of  
Students Learning Activity at Cycle II



The table and the graph above showed that the students' activity in cycle II improved significantly from the previous cycle. It could be showed, in first meeting the mean percentage of the entire indicators of student's activities was 73, in second meeting the mean percentage was 84 and the mean score both meeting was 78,5 with the improvement percentage was 11. It could be conclude that the learning process of cycle II was successful because the entire indicator of success from first meeting up to second meeting of students' activity had been fulfilled at least 70.

#### **d. Field Note**

From the observation on cycle II, most of the students were interested to follow the lesson, most of the students could practice

well and correctly, most of the students were active during teaching learning process.

**e. Reflection**

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 23  
The comparison between Post-Test I and Post-Test II Score

No	Name Initial	Pos-Test I Score	Post-Test 2 Score	Improvement	Explanation
1	AAN	70	79	9	Improve
2	AG	74	80	6	Improve
3	AW	75	82	7	Improve
4	AN	80	81	1	Improve
5	AES	64	70	14	Improve
6	AP	70	75	5	Improve
7	CIR	57	72	15	Improve
8	CSA	64	80	16	Improve
9	DSS	77	80	3	Improve
10	EM	64	70	6	Improve
11	ECRL	60	70	10	Improve
12	FR	58	65	7	Improve
13	FA	63	75	12	Improve
14	HO	76	82	6	Improve
15	ITA	61	70	9	Improve
16	IKD	75	80	5	Improve
17	KPS	49	60	11	Improve
18	LKW	61	65	4	Improve
19	MTW	50	60	10	Improve
20	NH	73	75	2	Improve
21	NRD	55	67	12	Improve
22	PIAS	56	70	14	Improve
23	RI	55	65	10	Improve

24	RBS	70	75	5	Improve
25	RL	66	75	9	Improve
26	RRV	78	82	4	Improve
27	SN	77	80	3	Improve
28	TV	60	70	10	Improve
29	USW	70	75	5	Improve
30	WNA	75	75	0	Improve
<b>Total</b>		<b>1983</b>	<b>2208</b>	<b>230</b>	
<b>Average</b>		<b>66,1</b>	<b>73,6</b>	<b>Mean (7,7)</b>	
<b>Lowest Score</b>		<b>55</b>	<b>60</b>		
<b>Highest Score</b>		<b>80</b>	<b>82</b>		

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 82 and the lowest score is 60. The average score of post-test II was 73,6. Besides, the percentage of students' successfulness of post-test II score was 80% or 24 students of the total students completed the minimum standard criteria and 20% or 6 students did uncompleted the minimum standard criteria (MSC) 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' argumentative writing was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued 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 solving technique could improve students argumentative writing.

### **C. Interpretation**

Argumentative writing would be easier to understanding when it supported by the right method, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were interested in teaching and learning process. They were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching by using problem solving technique can improve students argumentative writing. By using group work the students learn argumentative writing easier because the students could asking and discuss with the partner in the group. So, it has proved that problem solving technique could be one the interesting technique to teaching argumentative writing.

In this phase, the data interpretation of this research was divided into two kinds of data. They were obtained from the result of pre-test, post-test I and post test II (the product of students learning) and observation result of student's learning activities (the process of students learning). For further description will explain as follow:

#### **1. Result of Students Learning**

##### **a. Result of Students Pre-Test Score**

In this phase, the researcher presented the pre-test to measure the student's ability before implementing the treatment. The reseacher obtained the data through test in the form of essay which

completed for 80 minutes. It was done on wednesday, July 30<sup>th</sup>, 2018. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 10 the students' average were 58, it showed that most of the students have not passed yet in achieving the Minimum Standard Criteria (MSC) at least 70. In this phase, only 8 students out of 30 students completed of the minimum standard criteria.

**b. Result of Students Post-Test I Score**

In this research, to know the students' argumentative writing mastery after implementing the treatment the researcher conducted the post-test I. It was done on Monday, August, 6<sup>th</sup>, 2018. Based on the table 12 the students' average was 66,1. 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 14 students out of 30 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 46% completed the minimum standard criteria. The researcher presented the post-test II to measure the student's ability after implementing the treatment. The researcher

obtained the data through test in the form of essay which completed for 80 minutes. It was done on Monday, August 13<sup>th</sup>, 2018. Based on the table 17 the students' average were 73,6, it showed that most of the students have achieving the Minimum Standard Criteria (MSC) at least 70. In this phase, 24 students out of 30 or 80% students completed of the minimum standard criteria and the research was successful.

**d. Comparison of Score Pre-Test, Post-Test I and Post-Test II**

The score from the implementation of the cycle I and II can be seen in the table result of students' learning below.

Table 24

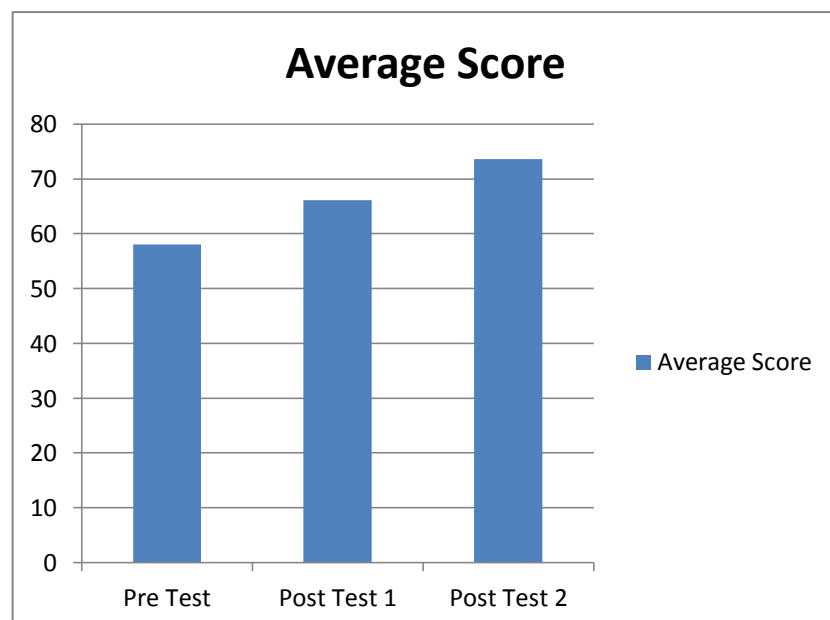
The Comparison of Pre-Test Score, Post-Test I Score, and Post Test II Score

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1	65	70	79
2	52	74	80
3	66	75	82
4	77	80	81
5	46	64	70
6	60	70	75
7	52	57	72
8	58	64	80
9	75	77	80
10	61	64	70
11	55	60	70
12	50	58	65
13	47	63	75
14	75	76	82
15	59	61	70
16	73	75	80
17	47	49	60

18	42	61	65
19	42	50	60
20	70	73	75
21	42	55	67
22	55	56	70
23	44	55	65
24	48	70	75
25	46	66	75
26	76	78	82
27	75	77	80
28	52	60	70
29	60	70	75
30	70	75	75
<b>Total</b>	<b>1740</b>	<b>1983</b>	<b>2208</b>
<b>Average</b>	<b>58</b>	<b>66,1</b>	<b>73,6</b>

Graph 7

The Average Score of Students Writing Descriptive Text in Pre-Test, Post-Test I, and Post-Test II



Based on the table and the graph above, in the cycle I from the pre-test to the post-test have progress average score from 58 to 66,1. There is improving about 8,1 point. Then from the cycle II



have progress average score from 66,1 to 73,6, there is increasing about 7,5 point.

## 2. Observation Result of Students' Activities

This observation result was gotten when the learning process happened by collaborator. The result of the observation result of students' learning activity can be seen in the table below:

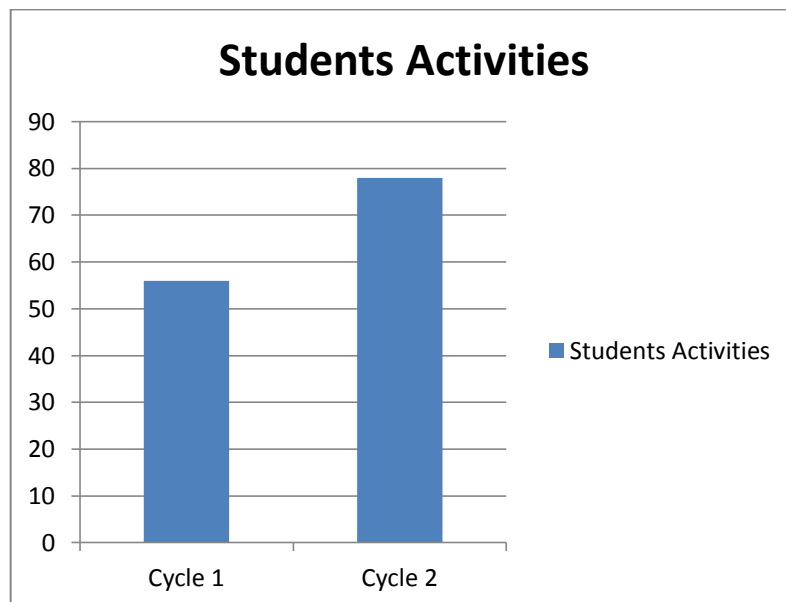
Table 25

Result of Students' Activities at Cycle I and Cycle II

No	Students' Activity	CycleI	CycleII	Improvement
1	The students understand the problem and determine topic sentence	76%	96%	20%
2	The students collect data needed and make supporting sentence	58%	81%	23%
3	The students find solve the problem and make a conclusion	62%	86%	24%
4	The students write argumentative paragraph with coherence, cohesion and unity	28%	51%	23%
<b>Total</b>		<b>224</b>	<b>314</b>	<b>90</b>
<b>Average</b>		<b>56%</b>	<b>78%</b>	<b>22%</b>

Graph 8

Percentage of Students Activities at Cycle I and Cycle II



Based on the table above it could be seen that from the cycle I up to cycle II have significant improvement with the average score of students' activities at cycle I was 56% become 78% at cycle II. The students' activity to understand the problem and determine topic sentence from cycle I to cycle II improved by the percentage at least 76 % in cycle I become 96% in cycle II and the improvement percentage was 20%.

Then the students' collect data needed and make supporting sentence improved from the cycle I up to cycle II. The percentage of this activity in cycle I was 58% and in cycle II 81% by the improvement percentage was 23%. The percentage of students' find solve the problem and make conclusion in cycle I was 62% and in cycle II was 86% by the

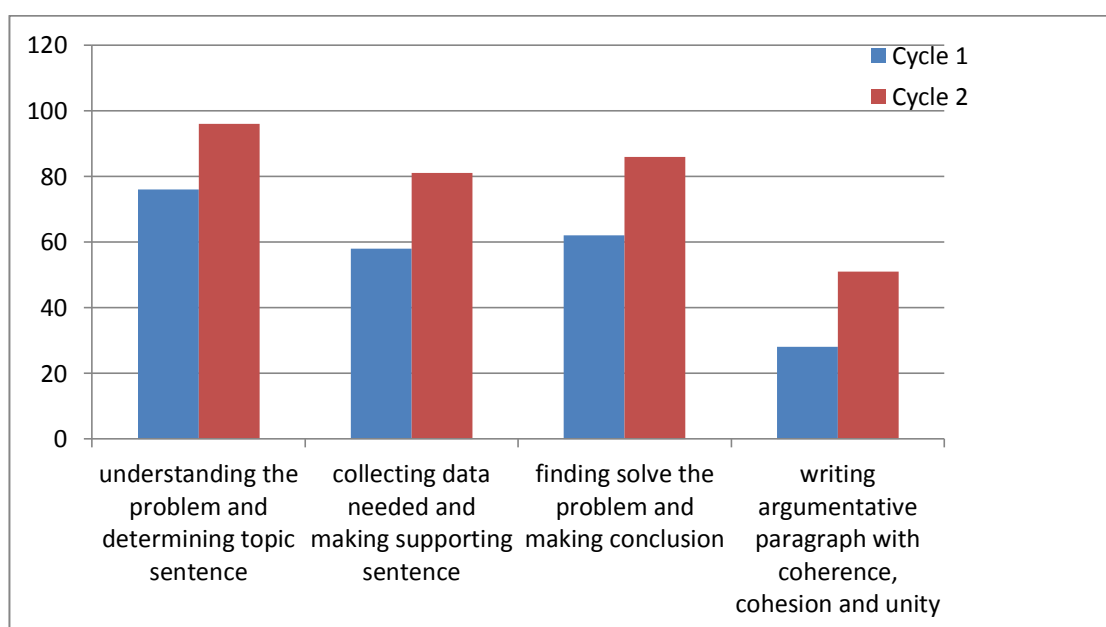
improvement percentage was 24%. It would be conclude that this activity was improved also.

After that the student's write argumentative paragraph with coherence, cohesion and unity improved significantly. The percentage of this activity in cycle I was 28% and at cycle II was 51% by the improvement percentage was 23%.

Regarding to the data, the students' activeness and enthusiasm to follow teaching and learning process showed significant improvement by applying problem solving technique to teach argumentative writing from cycle I to cycle II by the mean percentage consecutively from 56% to 78% in which the mean percentage was 22%. Then, to know the significant improvement of students' activity could be seen on the graph 5 below:

Graph 9

The Result of Students' Activity at Cycle I and Cycle II



Based on the above discussion, it can be concluded that the problem solving technique can improve the students' argumentative writing at eleventh grade of SMA Negeri 1 Sekampung East and this research was done on the cycle II so, it would not be continued on the next cycle.

Then, the indicator of success of this research had been achieved that was 70% from total students was gotten score at least 70 and the students become more active and enthusiastic in teaching learning process end then there was significant improvement of students learning activity.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Considering from all the data gathered in the classroom action research, the researcher concluded this research as follows:

1. The average of the students' writing score at the eleventh grade of SMA Negeri 1 Sekampung in pre-test was 58, post test 1 was 66,1 and in post test 2 was 73,6. As a result, by implementation of Problem Solving Technique, the students' argumentative writing abilities at the eleventh grade of SMA Negeri 1 Sekampung could be improved. The students who gained the score at least 70 in post test 2 were 24 students (80%). It means that more than 70% students were successful and the indicator of the research could be reached.
2. The percentage of the students' activities at the eleventh grade of SMA Negeri 1 Sekampung in cycle I was 56% and there was an improving in cycle II, it was 78,5%. As a result, Problem Solving could improve the students' activities in teaching learning process at the eleventh grade of SMA Negeri 1 Sekampung.

**B. 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 solving as the teaching learning technique because it could improve the students' argumentative writing abilities.
2. It is suggested to the English teacher to include Problem Solving in teaching process. The teachers should be creatively used Problem Solving 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 reading as well as involve different subjects and also different text.

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# APPENDIXES



**SILABUS MATA PELAJARAN  
SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH/SEKOLAH  
MENENGAH KEJURUAN/MADRASAH ALIYAH KEJURUAN)  
(SMA/MA/SMK/MAK)**

**MATA PELAJARAN  
BAHASA INGGRIS UMUM**

**KELAS : IX**

Alokasi waktu : 76 JP

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks argumentasi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.</p> <p>4.4 Teks <i>argumentasi analitis</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>argumentasi analitis</i> lisan dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks <i>argumentasi analitis</i> tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"><li>• <b>Fungsi Sosial</b> Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis</li><li>• <b>Struktur Teks</b> Dapat mencakup<ul style="list-style-type: none"><li>- Pendapat/pandangan</li><li>- Argumentasi secara analitis</li><li>- Kesimpulan</li></ul></li><li>• <b>Unsur Kebahasaan</b><ul style="list-style-type: none"><li>- Ungkapan seperti <i>I believe, I think</i></li><li>- Adverbial <i>first, second, third ...</i></li><li>- Kata sambung <i>Therefore, consequently, based on the arguments</i></li><li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li><li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li></ul></li><li>• <b>Topik</b> Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI</li></ul>	<ul style="list-style-type: none"><li>- Membaca dua teks argumentasi analitis tentang isu-isu aktual yang berbeda.</li><li>- Mencermati satu tabel yang menganalisis unsur-unsur argumentasi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya</li><li>- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks argumentasi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks argumentasi analitis yang koheren, seperti aslinya</li><li>- Membacakan teks-teks argumentasi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</li><li>- Membuat teks argumentasi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya.</li><li>- Menempelkan teks</li></ul>

		<p>tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya Melakukan refleksi tentang proses dan hasil belajarnya.</p>
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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMA Negeri 1 SEKAMPUNG
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: XI
Materi Pokok	: Argumentative Text
Alokasi Waktu	: 6 x 45 menit

### A. Kompetensi Inti (KI)

#### KI 1

Menghayati dan mengamalkan ajaran agama yang dianutnya.

#### KI 2

Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

#### KI 3

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

#### KI 4

Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

### B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan	3.4.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan

Kompetensi Dasar	Indikator
<p>beberapa teks argumentasi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.</p>	<p>teks argumentasi secara lisan dan tulis dengan memberi dan meminta informasi terkait bencana alam dengan konteks penggunaannya.</p> <p>3.4.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks argumentasi dengan memberi dan meminta informasi terkait bencana alam sesuai dengan konteks penggunaannya.</p> <p>3.4.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks argumentasi dengan memberi dan meminta informasi terkait bencana alam sesuai dengan konteks penggunaannya.</p>
<p>4.4<i>Teks argumentasi analitis</i></p> <p>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>argumentasi analitis</i> lisan dan tulis, terkait isu aktual.</p> <p>Menyusun teks <i>argumentasi analitis</i> tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.4.1 Menyimpulkan informasi terkait pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan terkait teks argumentasi.</p> <p>4.4.2 Menulis dan menyatakan pendapat secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks argumentasi secara tulis maupun lisan.</p> <p>4.4.3 Mempresentasikan pendapat yang sesuai dengan fungsi sosial, struktur teks dan unsur</p>

Kompetensi Dasar	Indikator
	kebahasaan.

### C. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik dapat membedakan dan menangkap makna sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu mengidentifikasi dan menyimpulkan informasi terkait dengan teks argumentasi.

### D. Materi Pembelajaran

- **Fungsi Sosial**

Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan.

- **Struktur Teks**

Dapat mencakup:

- Introduction
- Body
- Conclusion

- **Unsur Kebahasaan**

- Kalimat-kalimat dalam multiple tenses (present, past, future) yang relevan.
- Menggunakan kata kerja (verbs); think, believe, object, argue.
- Menggunakan modal; can, will, would, should, etc.
- Menggunakan kata keterangan (adverb); due to, because, etc.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

### E. Metode Pembelajaran

Cooperative Learning, Diskusi, tanya jawab dan Presentasi .

### F. Media/alat/bahan/sumber

1. Media/alat : Laptop dan LCD

2. Bahan : PPT dan Buku Paket
3. Sumber Belajar:
  - Buku Siswa Bahasa Inggris Kelas XI SMA/MA/SMK/MAK

## **G. Kegiatan Pembelajaran**

### **1. Pertemuan Pertama: (2 JP)**

#### **Indikator:**

- 3.4.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks argumentasi secara lisan dan tulis dengan memberi dan meminta informasi terkait bencana alam dengan konteks penggunaannya.
- 3.4.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks argumentasi dengan memberi dan meminta informasi terkait bencana alam sesuai dengan konteks penggunaannya.

#### **a. Kegiatan Pendahuluan**

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.
- Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai ungkapan pendapat terkait bencana alam.
- Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

#### **b. Kegiatan Inti**

- Membaca beberapa teks yang berisi *argumentasi*.
- Bertanya dan mempertanyakan terkait fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks argumentatif



- Membahas sebuah contoh analisis menyatakan pendapat terkait fungsi sosial, struktur teks dan unsur kebahasaan.
- Secara berkelompok, membaca dan mendiskusikan *teks argumentatif*.
- Masing- masing kelompok menyampaikan hasil diskusi terkait fungsi sosial, struktur teks, dan unsur kebahasaan.

#### **c. Kegiatan Penutup**

- Memberikan umpan balik terhadap proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
- Menyimpulkan apa yang dipelajari hari ini
- Pemberian tugas berupa mencari teks argumentatif.
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

## **2. Pertemuan Kedua ( 2JP )**

### **Indikator**

3.4.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks argumentatif dengan memberi dan meminta informasi terkait bencana alam sesuai dengan konteks penggunaannya.

4.4.1 Menyimpulkan informasi terkait pengalaman pribadi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan terkait teks argumentatif.

#### **a. Kegiatan Pendahuluan**

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.
- Mereview pembahasan pada kegiatan sebelumnya.

- Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

#### **b. Kegiatan Inti**

- Secara berkelompok, saling membacakan sebuah teks khusus berbentuk pendapat dari buku bahasa Inggris yang dibawa.
- Mendiskusikan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan dari teks khusus berbentuk argument yang ditayangkan/ dibagikan.
- Membuat *teks argumentatif* berdasarkan problem solving technique.
- Masing-masing kelompok menyampaikan hasil diskusi.
- Secara individu membaca sebuah teks argumentatif berdasarkan *problem solving* yang telah dibuat kemudian menyimpulkan informasi

#### **c. Kegiatan Penutup**

- Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya “Well, we have talked about self identity for two meetings so far, is there anyone who can tell his/her feeling during the lesson?”
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

### **3. Pertemuan Ketiga (2 JP)**

#### **Indikator**

- 4.4.2 Menulis dan menyatakan pendapat secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks argumentatif secara tulis maupun lisan.
- 4.4.3 Mempresentasikan pendapat yang sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaan.

**a. Kegiatan Pendahuluan**

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
- Memotivasi peserta didik dengan dengan bertanya-jawab tentang teks khusus berbentuk pendapat di bahasa Indonesia dan bahasa Inggris.
- Mereview pembahasan pada kegiatan sebelumnya.
- menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

**b. Kegiatan Inti**

- Secara individu menulis argumentatif dengan menggunakan *problem solving*.
- Secara berkelompok membahas teks argumentatif yang sudah ditulis oleh masing-masing anggota terkait tujuan, struktur, dan unsur kebahasaan yang digunakan.
- Masing-masing anggota merevisi teks argumentatif yang ditulis berdasarkan hasil diskusi kelompok.
- Masing-masing kelompok mempresentasikan hasil diskusi tentang argumentative text di depan kelas kemudian memasukan pada dokumen portofolio.

**c. Kegiatan Penutup**

- Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya “Let’s share how far can you follow the lesson and how feel during the lesson? Who can conclude what you have studied during this three meetings?”

**H. Penilaian Hasil Belajar**

1. Teknik Penilaian:

- a. Penilaian Sikap : Observasi/pengamatan
- b. Penilaian Pengetahuan : Tes Tertulis
- c. Penilaian Keterampilan: Unjuk Kerja/Praktik, Proyek, Portofolio

## 2. Bentuk Penilaian:

- a. Observasi : Jurnal guru
- b. Tes tertulis : uraian dan lembar kerja
- c. Unjuk kerja : Praktik/Pedoman Penskoran
- d. Proyek : Produk/Pedoman Penskoran
- e. Portofolio : E-Portofolio

## 3. Instrumen Penilaian (terlampir)

### **I. Program Tindak Lanjut**

#### 1. Remedial

- Peserta didik yang belum mencapai KKM (70) diberi tugas untuk membaca beberapa *teks argumentasi*. Guru mengevaluasi kemajuan kompetensi peserta didik dalam membuat *teks argumentasi*. Kemudian guru melaksanakan penilaian remedial.

#### 2. Pengayaan

- Bagi peserta didik mempunyai nilai di atas 70 diberi pengayaan berupa tugas mandiri untuk membuat teks argumentatif.

Collaborator

Metro, September 2018

Researcher

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Mengetahui:  
Kepala Sekolah

Drs. MUJIONO, M.Pd  
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## H. Rubrik

### 1) Rubrik Penilaian tes tertulis

Aspect	Score Level	Criteria
CONTENT	27-30	VERY GOOD TO EXCELLENT - knowledgeable - substantive - thorough development of thesis - relevant to assigned topic
	22-26	AVERAGE TO GOOD - some knowledge of subject - adequate range - limited development of thesis - mostly relevant to topic, lacks detail
	21-17	POOR TO FAIR - limited knowledge of subject - little substance - inadequate development of topic
	13-16	VERY POOR - does not show knowledge of subject - non-substantive - not pertinent
ORGANIZATION	18-20	VERY GOOD TO EXCELLENT - fluent expression - ideas clearly stated/supported - succinct - well-organized - logical sequencing - cohesive
	14-17	AVERAGE TO GOOD - somewhat choppy - loosely organized but main ideas stand out - limited support - logical but limited sequencing
	10-13	POOR TO FAIR - non-fluent - ideas confused or disconnected - lacks logical sequencing.

	7-9	<b>VERY POOR</b> - does not communicate - no organization
<b>VOCABULARY</b>	18-20	<b>VERY GOOD TO EXCELLENT</b> - sophisticated range - effective word/idiom choice and usage - word form mastery - appropriate register
	14-17	<b>AVERAGE TO GOOD</b> - adequate range -occasional errors of word/idiom form, choice, usage but meaning not obscured
	10-13	<b>POOR TO FAIR</b> - limited range - frequent errors of word/idiom form, choice, usage - meaning confused or obscured
	7-9	<b>VERY POOR</b> - essentially translation -little knowledge of English vocabulary, idioms, and word form
<b>LANGUAGE USE</b>	22-25	<b>VERY GOOD TO EXCELLENT</b> - effective complex constructions -few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions
	18-21	<b>AVERAGE TO GOOD</b> - 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	<b>POOR TO FAIR</b> - 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 - virtually no mastery of sentence construction rules - dominated by errors - does not communicate
MECHANICS	5	VERY GOOD TO EXCELENT - demonstrates mastery of conventions - few errors of spelling, punctuation, capitalization, and paragraphing
	4	AVERAGE TO GOOD - occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
	3	POOR TO FAIR - frequent errors of spelling, punctuation, capitalization, and paragraphing - poor handwriting - meaning confused or obscured
	2	VERY POOR - no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, and paragraphing - handwriting illegible



## TEST INSTRUMENT IN PRE-TEST

NAME :

CLASS :

Direction:

- Please write your name and class on answer sheet.
- Use your own hand writing.
- Please be honestly.

Question:

Write down argumentative text. You may choose one of the topics bellow:

1. Internet.
2. World Cup.
3. Full Day at School.

[illegible]

### TEST INSTRUMENT IN POST-TEST I

NAME :

CLASS :

Direction:

- Please write your name and class on answer sheet.
- Use your own hand writing.
- Please be honestly.

Question:

Discuss with your group and write the argumentative about one of the topic bellow by the problem solving technique. You may choose one of the actor/actress from the puppet picture below:

1. Mobile Legend
2. Smoke
3. Sea Games

[illegible]

## TEST INSTRUMENT IN POST-TEST II

NAME :

CLASS :

Direction:

- Please write your name and class on answer sheet.
- Use your own hand writing.
- Please be honestly.

Question:

Discuss with your group and write the argumentative about one of the topic bellow by the problem solving technique. You may choose one of the actor/actress from the puppet picture below:

4. Drugs
5. Tik tok
6. Flood

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.

### Field Notes

Cycle		Note Students' Attitude
Cycle 1	1 <sup>st</sup> Meeting (Juli 2018)	<ul style="list-style-type: none"> <li>➤ Most of students still confused in following the learning group.</li> <li>➤ Most of the students were not accountable about their answer.</li> <li>➤ Most of the students were not confidence in shering the ideas.</li> <li>➤ Some of the students did not the the assignments.</li> </ul>
	2 <sup>nd</sup> Meeting (Juli 2018)	<ul style="list-style-type: none"> <li>➤ Some of the students began interested in the learning group.</li> <li>➤ Some of the students were accountable about their answer.</li> <li>➤ Some of the students were confidence in sharing ideas.</li> <li>➤ Some of the students could do the assignments easily.</li> </ul>
Cycle 2	1 <sup>st</sup> Meeting (Juli 2018)	<ul style="list-style-type: none"> <li>➤ Some of the students were enjoyed following the learning groups.</li> <li>➤ Most of the students were accountable about their answer.</li> <li>➤ The students could be more confidence in sharring ideas.</li> <li>➤ Most of the students could do the assigments easily.</li> </ul>
	2 <sup>nd</sup> Meeting (Juli 2018)	<ul style="list-style-type: none"> <li>➤ Most of the students were active in the learning group.</li> <li>➤ Most of the students enjoyed the new learning strategy.</li> <li>➤ Most of the students could be more accountable about their answer.</li> <li>➤ Most of the students were confidence in sharing their ideas to the other.</li> <li>➤ Most of the students could do the task easily.</li> </ul>

Sekampung, October 2018

Observer,

Ratmini, S.Pd

## **DOCUMENTATION GUIDANCE**

- a. Documentation about historical background of SMA Negeri 1 Sekampung East Lampung.
- b. Documentation about condition of the teachers and official employees of SMA Negeri 1 Sekampung East Lampung.
- c. Documentation about students of SMA Negeri 1 Sekampung East Lampung.
- d. Documentation about structural organization of SMA Negeri 1 Sekampung East Lampung.
- e. Documentation about facilities of SMA Negeri 1 Sekampung East Lampung.
- f. Documentation about sketch of location SMA Negeri 1 Sekampung East Lampung.



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Diah Wiharti  
NPM : 14121187

Jurusan : TBI  
Semester : VIII/2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Kamis, 12/04/18	✓		<ul style="list-style-type: none"><li>- Revisi Acknowledgement</li><li>- Revisi Background of the study</li><li>- Revisi Problem Identification</li><li>- Revisi Problem Limitation</li><li>- Revisi problem formulation</li><li>- Revisi The benefit and Objective of study.</li><li>- Revisi CHAPTER III</li><li>- Revisi Bibliography</li></ul>	
2	Jumat, 27/04/18	✓		<ul style="list-style-type: none"><li>- Revisi Acknowledgment</li><li>- Revisi Background of study</li><li>- Revisi Problem limitation</li><li>- Revisi location and Subject location</li><li>- Revisi action pland.</li></ul>	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing I

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



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Diah Wiharti  
NPM : 14121187

Jurusan : TBI  
Semester : VIII/2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
3	Senin 7/05/18	✓		<ul style="list-style-type: none"><li>- Revisi background of the study</li><li>- Revisi Problem identification</li><li>- Revisi problem limitation</li><li>- Revisi location and subject location</li><li>- Revisi action plan.</li></ul>	
4	Senin 14/05/18	✓		<ul style="list-style-type: none"><li>- Revisi objectif of study</li><li>- Revisi chapter iii</li></ul>	
5	Senin 29/5/18			Acc to seminar	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing I

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**RATIFICATION PAGE**

**No. B- 4008/In.28.1/D/PR-00-9/12/2018**

An Undergraduate thesis entitled: IMPROVING THE STUDENTS ABILITY IN WRITING AN ARGUMENTATIVE TEXT THROUGH PROBLEM SOLVING TECHNIQUE AMONG THE ELEVENTH GRADE STUDENTS AT SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG, written by Diah wiharti, student number 14121187, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, November 28<sup>th</sup> 2018 at 15.00 – 17.00 p.m.

**BOARD OF EXAMINERS:**

Chairperson	:	Dr. Widhiya Ninsiana, M.Hum.	.....)
Examiner I	:	Dr. Umi Yawisah, M.Hum.	.....)
Examiner II	:	Ahmad Subhan Roza, M.Pd.	.....)
Secretary	:	Much. Diniatur, M.Pd.	.....)



The Dean of Tarbiyah and Teaching Training Faculty,



**Dr. Akla, M.Pd.**

NIP. 19691008 200003 2 005





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website [www.metrouniv.ac.id](http://www.metrouniv.ac.id) e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : B-2343/In.28.1/J/TL.00/10/2017  
Lamp : -  
Hal : IZIN PRA-SURVEY

30 Oktober 2017

Kepada Yth.,  
Kepala SMAN 1 Sekampung  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*


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

Nama : Diah Wiharti  
NPM : 14121187  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)  
Judul : Improving the Students' Argumentative Writing Ability through Problem Solving among the Eleventh Grade Students of SMAN 1 Sekampung Academic Year 2017/2018

Untuk melakukan *pra-survey* di SMAN 1 Sekampung

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

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan TBI  
  
Ahmad Subhan Roza, M.Pd  
NIP. 197506102008011014



**PEMERINTAH PROVINSI LAMPUNG**  
**DINAS PENDIDIKAN PEMUDA DAN KEBUDAYAAN**  
**SMA NEGERI 1 SEKAMPUNG**  
**AKREDITASI A**



NPSN : 10806079    NSS : 301120403011    NIS : 300110

Alamat : Jl Raya Sekampung Desa Hargomulyo Kec. Sekampung Kab. Lampung Timur

Nomor : 437/ /06/SMA N 1/2018  
Lampiran : -  
Hal : Keterangan Pra-Survey

Kepada Yth,  
Wakil Dekan I  
Institut Agama Islam Negeri (IAIN)  
Di\_ Metro

Dengan hormat,

Berdasarkan surat permohonan Izin Pra-Survey dari Wakil Dekan I Institut Agama Islam Negeri (IAIN) Metro dengan Nomor B-2343/In.28.1/J/TL.00/10/2017 tertanggal 30 Oktober 2017 tentang izin penelitian atas nama Saudari:

Nama : DIAH WIHARTI  
NPM : 14121187  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)  
Judul Penelitian : "Improving the Students' Argumentative Writing Ability through Problem Solving among at the Eleventh Grade Students' of SMA Negeri 1 Sekampung Academic Year 2017/2018".

Kami Kepala Sekolah SMA Negeri 1 Sekampung menerangkan bahwasanya mahasiswa diatas telah selesai melaksanakan penelitian.

Demikian surat keterangan penelitian ini dibuat, untuk dipergunakan dengan penuh rasa tanggung jawab.



Sekampung, 26 November 2018  
Kepala Sekolah

Drs. MUJIBUNO, M.Pd.  
NIP. 1971061020192031004



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : 2024 /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 : Diah Wiharti  
NPM : 14121187  
Fakultas : Tarbiyah dan Ilmu keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : IMPROVING THE ARGUMENTATIVE WRITING ABILITY THROUGH  
PROBLEM SOLVING TECHNIQUE AT THE ELEVENTH GRADE OF  
SMA NEGERI 1 SEKAMPUNG

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,  
  
**A. Subhan Roza, M.Pd**  
NIR. 19750610 2008011014







**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

**SURAT TUGAS**

Nomor: B-2242/In.28/D.1/TL.01/07/2019

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

Nama : DIAH WIHARTI  
NPM : 14121187  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS ARGUMENTATIVE WRITING ABILITY THROUGH PROBLEM SOLVING STRATEGY AMONG AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG IN EAST LAMPUNG".
  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

Tanggal : 10 Juli 2018





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-2243/In.28/D.1/TL.00/07/2018

Lampiran : -

Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMA NEGERI 1  
SEKAMPUNG

di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2242/In.28/D.1/TL.01/07/2018, tanggal 10 Juli 2018 atas nama saudara:

Nama : DIAH WIHARTI  
NPM : 14121187  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS ARGUMENTATIVE WRITING ABILITY THROUGH PROBLEM SOLVING STRATEGY AMONG AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG IN EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Metro, 10 Juli 2018  
Wakil Dekan I,

Dra. Isti Fatonah MA

NIP. 19670531 199303 2 003



PEMERINTAH PROPINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMA NEGERI I SEKAMPUNG**  
NSS : 3011204033011 NIS : 300110  
**TERAKREDITASI A**



Alamat : Raya Sekampung Desa Hargomulyo Kec. Sekampung Lampung Timur 34182

Nomor : 420/2018/11/ SMA N I/ 2018  
Lampiran : -  
Hal : Pemberian Izin Penelitian

Kepada  
Yth : Dekan Fakultas Tarbiyah  
Institut Agama Islam Negeri Metro  
Di -  
Metro

Dengan hormat,

Berdasarkan surat permohonan izin research dari IAIN Metro dengan nomor :B-2243/In.28/D.1/TL.00/07/2018 tertanggal 10 Juli 2018 tentang izin penelitian atas nama

N a ma : DIAH WIHARTI  
NPM : 14121187  
Jurusan : Pendidikan Bahasa Inggris  
Judul :Improving The Students Argumentative Writing Ability Through Problem Solving Srtategy Among At The Eleventh Grade Students of SMA N 1 Sekampung in East Lampung.

Pada dasarnya kami Kepala Sekolah SMA Negeri 1 Sekampung tidak berkeberatan dan memberikan izin Penelitian kepada nama tersebut diatas.

Demikian surat izin Penelitian ini dibuat, untuk dipergunakan dengan penuh rasa tanggungjawab.

Sekampung, 25 Juli 2018  
Kepala Sekolah  
  
Drs. MUJIONO M.Pd  
NIP. 19661020 199203 1 004

## **CURRICULUM VITAE**



The name of the researcher is DIAH WIHARTI. She was born in Jakarta, on August 17<sup>th</sup> 1996. She is the first daughter of Mr. Warsiman and Mrs. Ida Riki Fatoni. She has one younger brother. His name is Faisal Ari Nugraha. She lives in Tanjung Harapan East Lampung.

She was enrolled her study in the Kindergarten of TK PGRI Tanjung Harapan on 2001 and graduated on 2002. She continued her study at SDN 01 Tanjung Harapan on 2001 until 2008. In line with her focus on the study, she continued her study at SMPN 02 Sekampung on 2008 and graduated on 2011. She decided to continue her study at SMAN 01 Sekampung and took Sciences program on 2011 until 2014. Then, at the same year, she was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.