AN UNDERGRADUATE THESIS

THE USE OF PROBLEM BASED LEARNING APPROACH TO IMPROVE ARGUMENTATIVE WRITING ABILITY AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG

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STATE INSTITUTE OF ISLAMIC STUDIESOF METRO
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THE USE OF PROBLEM BASED LEARNING APPROACH TO IMPROVE ARGUMENTATIVE WRITING ABILITY AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirements
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in English Education Department

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APPROVAL PAGE

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Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka skripsi penelitian yang telah disusun oleh:

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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NOTIFICATION LETTER

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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RATIFICATION PAGE
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An Undergraduate Thesis Entitled: THE USE OF PROBLEM BASED LEARNING APPROACH TO IMPROVE ARGUMENTATIVE WRITING ABILITY AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG, Written By: Maya Hardianingrum, Student Number 14121707, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, July 15th 2019 at 14.00-16.00. p.m.

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ABSTRACT

THE USE OF PROBLEM BASED LEARNING APPROACH TO IMPROVE ARGUMENTATIVE WRITING ABILITY AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG EAST LAMPUNG

By:
MAYA HARDIANINGRUM

The aim of this research is to improve the students' argumentative writing ability after using Problem Based Learning at the eleventh grade of SMA Negeri1 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.

Finding the research 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 wascompleted the Minimum Standard Criteria (MSC) at least 70. The conclusion of the research is by using Problem Based Learning Approach could help improve students argumentative writing ability at the elevent grade of SMA Negeri 1 Sekampung.

***Key Word**: Argumentative Writing, Problem Based Learning Approach.*

ABSTRAK

MEMPERBAIKI KEMAMPUAN MENULIS ARGUMENTATIF MELALUI PENDEKATAN PEMBELAJARAN BERDASARKAN MASALAH PADA SISWA KELAS SEBELAS SMA NEGERI 1 SEKSMPUNG LAMPUNG TIMUR

Oleh:
MAYA HARDIANINGRUM

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis argumentatif siswa setelah menggunakan pendekatan problem based learning yang dilakukan di SMANegeri1Sekampung.

Model dari penelitian ini adalah penelitian tindakan kelas (PTK) dengan menggunakan dua siklus. Dari setiap siklus terdapat empat tahap yaitu planning, acting, observing, dan reflecting. Metode pengumpulan lapangan dalam penelitian ini adalah test, observasi, dokumentasi dan catatan.

Temuan penelitian ini adalah peningkatan yang signifikan dari siklus I kesiklus II. Nilai rata-rata yang diperoleh dari siklus I adalah 66,1dengan 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 indikator keberhasilan sudah tercapai yaitu 70% siswa lulus dengan nilai standar ketuntasan 70. Dengan menggunakan pendekatan problem based learning dapat membantu memperbaiki kemampuan menulis argumentatif siswa kelas sebelas SMA Negeri 1 Sekampung.

***Kata Kunci**: MenulisArgumentative, Problem Based Learning*.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: MAYA HARDIANINGRUM
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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, May 2019

Researcher,

Maya Hardianingrum

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ORISINALITAS PENELITIAN

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Nama	: MAYA HARDIANINGRUM
NPM	: 14121707
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Fakultas	: Tarbiyah dan Ilmu Keguruan

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

Metro, May 2019

Researcher,

Maya Hardianingrum

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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 myparents (Mr. Marino and Mrs. Winarsih) and my brother (Tio Hardianto) who always pray and supportin their endless love.

My Sponsor and Co-sponsor, thanks for guiding.

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

ACKNOWLEDGEMENT

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

This undergraduate thesis entitles "The Use of Problem Based Learning Approach to Improvement of Argumentative Writing Ability at the Eleventh Grade Students of SMA Negeri 1 Sekampung East Lampung".In this research the reseacher focused on improvement the students' Argumentative Writing Ability by the use of problem based learning of SMANegeri1Sekampung. Regarding to the thesis, the reseacher couldn't work alone, there were many persons who have contributes their meaningful hands in accomplishing this thesis. Thanks to Prof. Dr. Enizar, M.Ag as the Rector of IAIN Metro, thanks to Mr. Ahmad Subhan Roza, M.Pd as the chief of English Education Study Program, thanks to Mr. Dr. Mahrus As'ad, M.Ag and Mrs. Syahreni Siregar, M.Hum as the sponsor and co-sponsor respectively who have guide her to write this thesis. Realize there are no perfect, the good suggestion and critics were wait to make the good change in the future.

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

Metro, July 2019
The Reseacher,

MAYA HARDIANINGRUM
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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 schoolup 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 massage, making shoping note and sending letter. In addition, writing is one of the urgences in the term of skillrepresenting the knowladge 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.

Furthemore, 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.[1] 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.[2]

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 Based Learning. Problem based learning is a teaching method in which complex real world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. Problem based learning can help students build the reasoning and communication skills necessary for developing creativity.

On November27th, 2017, the researcher had done to pra survey at the eleventh grade of SMA Negeri 1Sekampung, and the researcher got the data

[1]Thomas S. Kane, *"Essential Guide to Writing",* (New York: Oxford University Press, 2000), Page 7.

[2]*ibid*

such us: there many student had less interested to write argumentative text 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 would be shown below:

Tabel 1
Pre survey Data of Students' English Writing Argumentative Text Score

No	Name	English Learning Achievement	
		Score	Category
1	ADITYA AGUNG N	55	Incomplete
2	AJIB GIANTORO	80	Complete
3	ANDRE WIJAYA	50	Incomplete
4	ANGGUN N	55	Incomplete
5	ANTONI ENDI SUCIPTO	50	Incomplete
6	APRIANTO	50	Incomplete
7	CAHYA INDAH R	65	Incomplete
8	CINDI SETIA AYU	55	Incomplete
9	DEVI SEPTIANA SARI	50	Incomplete
10	EMI AMELIA	45	Incomplete
11	ERICA CAHYANI	60	Incomplete
12	FAHRU ROZI	65	Incomplete
13	MFERRI ARWANDA	55	Incomplete
14	HENI OKTAVIANA	50	Incomplete
15	INDRI TIAS AGHATA	55	Incomplete
16	INDRIANA KUSUMA D	55	Incomplete
17	KADEK PUTRI S	75	Complete
18	LILIK KUSUMA WATI	50	Incomplete
19	MEILA TRI W	45	Incomplete
20	NUR HASANUDIN	40	Incomplete
21	NUR RACHMA D	65	Incomplete
22	PRISMA INDA A	50	Incomplete
23	RANI ISTIQOOMAH	50	Incomplete
24	RIO BAYU SAPUTRA	55	Incomplete
25	RISKI LESTARI	65	Incomplete

26	ROSTINA RISKA F	55	Incomplete
27	SHINTA NABILA	50	Incomplete
28	TITIK VINURIANTI	55	Incomplete
29	UJIK SETIA WATI	60	Incomplete
30	WAHYU NUR ABAYS	55	Incomplete
Total Average		**1665 = 55.5**	**Incomplate**

Table 2
Students English scoring system

NO	SCORE	FREQUENCY	CATEGORY
1	≤70	28	Incomplete
2	≥70	2	Complete
TOTAL		**30**	

Source : Ledger of the English Teacher of SMA Negeri 1 Sekampung, taken on November, 27th2017.

Based on the table above, it could be inferred that the score of writing ability was categorized into low level. Its means that the students had a bad ability in writing. Based on the data of pre-survey it could see that just 2 students from 30 students had complete score, and the ather 28 students had incomplete score. Students could be said successful if 70% of students got minimum standard criteria (MMC) at least 70.

Based on the conditions it could be said many students still confused to wrote argumentative text especially in vocabulary. The writer would conducted a research in "The Used of Problem Based Learning Approach to Improve Argumentative Writing ability at 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 had low score in Writing Argumentative Text.
2. The students do not know how to wrote Argumentative Text.
3. The students had less idea to wrote Argumentative Text.
4. The students confused to write argumentative, especially in vocabullary.

C. Problem Limitation

Based on the problem identification above, there were several student problems.In this research, the researcher focused on the students have low score in writing argumentative text. So, the used of problem based learning approach to improve argumentative writing ability at the eleventh grade students of SMA N 1 Sekampung East Lampung.

D. Problem Formulation

Regarding to the problem limitation above, the researcher would like to identify the problem formulation as follows “Could problem based learning approach to improve argumentative writing ability and their learning activities 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 was to improve students’ writing argumentative text and their learning activity by using Problem based learning approach at 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 could improve the reseacher's skill in teaching learning process, especially in teaching writing.
2) To improve argumentative writing ability in learning process.
3) As learning model which could involve the students being active in English learning process.
4) 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.

F. Prior Research

Prior research is important to discuss as a guidance and comparison of the research. In this research, there were three prior research as following:

The first prior research was conducted in 2008 by Jumariati from UNLAM (University of Lambung Mangkurat) entitled *"Improving The*

Students' Argumentative Writing Ability Through Tree Diagram Technique".[3] The research objective was to solve the students' problem in writing argumentative essay. The subject was 33 students of Writing III Course of English Department FKIP UNLAM. Based on the research result, it was showed that Tree Diagram Technique (TDT) improved the students' ability in writing argumentative essay. In Cycle One, 18 out of 33 students (54.54%) achieved the score of 70 or more. However, the number still did not meet the criteria of success so the action was continued to Cycle Two. After the implementation of the technique in Cycle Two, there were 26 out of 33 students (83.87%) who achieved the criteria of success of the study. With the findings and conclusion, it is suggested that: (1) students of writing course utilize TDT to plan and organize their writings, (2) the teachers of writing courses implement this technique in their teaching, and (3) the future researchers conduct further study on the implementation of TDT aiming at improving not only writing skill in other text types, such as descriptive, narrative, and expository writings, but also in speaking and reading skills.

This study explains about the students argumentative writing. The research above has different with this research as folloow;

1. The research above used the Tree Diagram Technique (TDT) to improve the students argumentative writing. So, this case was different from the study of the researcher.

[3] Jumariati, "*Improving The Students' Argumentative Writing Ability Through Tree Diagram Technique"*, (University of Lampung Mangkurat, 2008), unpublished thesis.

2. The research above focus on writing argumentative essay. That was different from this research. This research focus on argumentative text.

This research has similarity with research above, such us:

1. The research above was classroom action research type.
2. The research improve the students argumentative writing.

The second prior research was conducted in 2014 by Aliffatul Maulidya from State Islamic Institute Tulungagung entitled "*Using Problem Based Learning to Improve Writing Skills of the students of SMP Islam Sunan Gunung Jati, Ngunut".*[4]

The purpose on the research result was to find out how Problem Based Learning Method improves writing skills of the students of SMP Islam Sunan Gunung Jati Ngunut. Research method applied in this study was collaborative classroom action research with the setting of this study was at SMP Islam Sunan Gunung Jati Ngunut and the subjects of this study are the students of the second year of SMP Islam Sunan Gunung Jati Ngunut in the academic year of 2013/ 2014. Meanwhile, the research instruments were observation sheet, list of students' names, interview sheet, and test. The result of data analysis shows that the writing skills of the students improves after being taught by Problem Based Learning Method. The students were more imaginative and feel free to express their idea into written text. It made them motivated to learn and they could improve their writing skills. The score of

[4] Maulidya.Aliffatul,"*Using Problem Based Learning to Improve Writing Skills of the students of SMP Islam Sunan Gunung Jati, Ngunut",* (State Islamic Institute of Tulungagung,2014) unpublished thesis.

mean of the students before implementing of Problem Based Learning Method was 64,25. And the score of mean of the students after implementing Problem Based Learning Method was 77,55. It can be concluded that there was an improvement in writing skills of the students of SMP Islam Sunan Gunung Jati Ngunut. The result of interview shows that most of the students are quite interested in implementation of Problem Based Learning Method . Those mean that Problem Based Learning Method could solve the students problem in writing skills of the students of SMP Islam Sunan Gunung Jati Ngunut.

The research above focus on writing skill. That was different from this research. This research focus on writing argumentative text.

The last prior research was condacted in 2015 by Indah Layana Nova from UIN Sunan Ampel Surabaya entitled *"The Student Ability in Writing Argumentative Esssay at English Teacher Education Departement of the State Islamic University of Sunan Ampel".*[5]

This research had purpose to analyze the student ability in writing argumentative essay. Based on the pupose, the researcher entents to answer the research questions (1) how was the student's ability in writing argumentative essay at English education depaertement of State Islamic University Sunan Ampel Surabaya.

The subject of research was the student of English education departement at State Islamic University Sunan Ampel Surabaya. The

[55] Indah Layana Nova, *"The Student Ability in Writing Argumentative Esssay at English Teacher Education Departement of the State Islamic University of Sunan Ampel"(*UIN Sunan Ampel Surabaya,2015), unpublished thesis

reseacher took two classes asthe subject of this research and both of the classes had same lecturer, theyare: the student in A class and B class. There were 11 student of A class and 21 student of B class and total of the students are 32. The researcher used qualitative descriptive to present the data. The technique used for collecting data is collect students' assignment or document study. The reseacher directly asked the student assignment that they get in the middle test to the lecturer of the classes. The result of the researcher was that the students' ability in writing argumentative essay was the fair grade. It was because in the first class, the researcher find that 54,5 % students were in fair and 45,45 % students were in good grade and in the second class, the researcher find that 14,28 % students were in good and almost 85,7% students were in fair grade. Therefore, the highest grade of students ability in writing argumentative was the fair grade.

This research had similarity with research above, such us : The research above the students argumentative writing. The research above had different with this research as followw: the research above used qualitative descriptive to present the data. So, this case was different from the study of the researcher.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Argumentative Writing Ability

1. The Definition of Argumentative Writing Ability

According 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 of listening, speaking, reading and writing 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.[6]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.

Moreover, Thomas S. Kane said that Writing is primarily entertaining includes fiction, personal essays, sketches.[7] In addition,

[6] Jeremy Harmer ,*"How to teach Writing",* (New York, Longman University Press, 2004), Page 31.

[7] Thomas S. Kane ,*"The Oxford. Essential Guide to Writing",* (New York: Oxford University Press, 1988), Page 7.

Swales M.John and Christine B. Feak defined that writing is a complex sociocognitive 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.[8] 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 supported with sufficient detail.[9]Meanwhile, Hyland Klan said that writing is a way of sharing

[8] John M. Swales & Christine B. Feak, *"Academic Writing",* (New York: Oxford University Press, 1993), Page 34.

[9]Paige Wilson & Teresa Glazier, *"The Least you should know about English Writing Skill",* (New York: Cengage Learning Press 2008), Page 206.

personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.[10]

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.

In argumentative text, the writers arerequired to recognize thai issues have at least two sides and presents the facts or information to develop a reasoned and logical conclusion based on the presented evidence.[11] It means that, to make writing argumentative text we must be able to make readers agree with the writer's view.

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.

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[10]Hyland, Klan,"*Second Language Writing"*, (USA: Cambridge University Press, 2003), Page 9.

[11]Eli Hinkel, "*Teaching Academic ESL Writing"*, (London:Lawrence Elrbaum Asociates, 2004), Page 30

According to Thomas S Kane explain 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.[12] It means that, argumentative text is the writing used to give some arguments about an issue.

2. The Characteristics of Argumentative Writing

According to Cynthia A Boardman explain that there are three characteristic of writing well, they are:[13]

a) 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.

b) 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.

c) Unity

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

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[12]Thomas S. Kane, *"Essential Guide to Writing",* (New York: Oxford University Press, 2000), Page 7

[13]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),Volume: 19, February 2014, Page. 57.

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 simplerto consider order as direction. Thus order chronological steps to express the idea the written form.

3. Generic Structures of Argumentative Writing

There are many three structure of writing argumentative:

a) Introduction

Give background or perhaps an illustrative example to show the significance of the subject or the nature of the controversy. Consider stating the conclusion of your argument here as the thesis of your essay.

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

c) 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.

4. The Abilities to Write Argumentative Text

In the process to produce the good argumentative writing, there are some abilities which should be concerned as follows:[14]

a) Content

Content is the essential part in argumentative writing. Related to this point, students are expected to have some abilities as follows:

1) Students should be able to write the thesis statement.
2) Students should be able to write and relate the ideas.
3) Students should be able to develop the ideas through illustration, facts, opinions, or personal experience.
4) Students should be able to use the appropriate description, to explain the events.
5) Students should be able to concern to the focus point of the writing.

b) Organization

Organizing is also important ability which should be mastered to write the argumentative text. The students are expected to have some abilities as follows in order to organize the argumentative writing:

1) Students should be able to write an effective introduction.
2) Students should be able to arrange the ideas in logical sequence.
3) Students should be able to draw the conclusion.

[14] H. Douglas Brown, *Teaching by Principles Second Editions*: *An Interactive Approach to Langueage Pedagogy*, (New York: Addison Wesley Longman. Inc, 2001), P. 357-358

4) Students should be able to determine the length of the writing result.

c) Discourse

In argumentative writing process, discourse is one of the most important points that should be mastered by the students. This point is related to the cohesion and coherence of a text. Tanskanen states that cohesion is the connection among parts of the text. It refers to the lexical and grammatical elements of the text. Moreover, she also explains that coherence refers to the whole meaning of the text.[15] Therefore, discourse, coherence, and cohesion are closely related. Some abilities related to discourse to write argumentative writing are pointed as follows:

1) Students should be able to write the topic sentence.
2) Students should be able to arrange the paragraph unity.
3) Students should be able to use the correct transitions.
4) Students should be able to use the correct discourse markers.
5) Students should be able to build cohesion in the whole writing result.
6) Students should be able to use reference.
7) Students should be able to use variation.

[15]Tanskanen, S. Kaisa, *Collaborating towards Coherence: Lexical Cohesion in English Discourse*, (Philadelphia: John Benjamins Publishing, 2006), p. 7

d) Syntax

Syntax is also the key of writing. The students should comprehend the knowledge about Syntax to compose the good sentence structure. They are expected to have abilities about syntax as follows:

1) Students should be able to understand the word order.
2) Students should be able to understand the phrase structure.
3) Students should be able to understand the kinds of phrase.
4) Students should be able to understand the clause structure.
5) Students should be able to identify the kinds of clause.
6) Students should be able to mastery the subject-verb agreement.
7) Students should be able to arrange the phrase and clause into a meaningful sentence.

e) Vocabulary

Vocabulary mastery is needed in order to create an understandable argumentative writing. The students are supposed to select the most suitable vocabulary based on the context of the sentences. The detail abilities about vocabulary to write argumentative writing are mentioned as follows:

1) Students should be able to mastery the list of noun, adjective, verb, and adverb.
2) Students should be able to use the plural and singular noun in sentences.

3) Students should be able to use regular and irregular verb.

4) Students should be able to use synonym and antonym.

f) Mechanics

Mechanics is also the significant part of writing. The abilities which should be comprehended by students about mechanics are mentioned as follows:

1) Students should be able to write the correct spelling.

2) Students should be able to use the correct punctuation.

3) Students should be able to write citation of reference (if applicable).

4) Students should be able to write the neatly.

Therefore, there are many abilities which should be comprehended by the students to write argumentative writing. All the abilities should be mastered and applied well during the writing process in order to write a good argumentative writing.

5. The Measurement of Argumentative 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:[16]

[16]Douglas H Brown, *"Language Assessment Principles and Classroom Practice",* (New York: Longman University Press, 2007), Page 244.

Table 3
The Measurement Rubrics of Argumentataive 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
	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 work/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.[17]
	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, 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.

[17] *Ibid.*,Page. 245

B. The Concept of Problem Based Learning

1. Definition of Problem Based Learning

According to Christine Alavi Problem Based Learning is an approach which places the student at the centre of the learning process and is aimed at integrating learning with practice.[18] It means that a PBL approach produces more motivated students, develops a deeper understanding of the subject, encourages independent and collaborative learning, develops higher order cognitive skills and develops a range of skills which include problem solving, group working, and communication.

According to Patrick Ng Chin Leong PBL (Problem-based learning) is a curriculum model that emphasizes the effective use of problem through an approach of active and multidisciplinary.[19] It is means that PBL is a learning model that emphasizes the effective use of problems through an active approach by the teacher and students.

Problem-based learning (PBL) is an instructional method aimed at preparing students for real-world settings. By requiring students to solve problems, PBL enhances students' learning outcomes by promoting their abilities and skills in applying knowledge, solving problems, practicing

[18] Alavi, Christine, *Problem-based Learning in a Health Sciences Curriculum*.(London and New York:2002), Page 3.

[19] Patrick Ng Chin Leong,"Promoting Problem-Based Learning Through Collaborative Writing", *Ritsumeikan Asia Pacific University, Japan,*Volume:XXXVII: 49-60

higher order thinking, and self-directing their own learning (Jonassen and Hung, 2012).[20]

Furthermore, Keren Goodnough that learning process in a PBL experience is driven by a realistic, well-structured problem that provides a context for students to enhance their knowledge skills.[21] It means that, problem based learning is learning model that results from the process of working towards the understanding and resolution of a problem in a real context.

In the learning process the problem can stimulate the curiosity of the learners. The learners can be interested to observe and involved of something. It means that the learners will have actively participate in the learning process to find out a solution.[22]

2. The Principles of Problem Based Learning

The Principles using problem based learning can be stated in the following :

a) Learning process must be started with a problem; especially a problem which is evidently critical/still unsolved must be used.
b) Contents and practices must include situations which attract students' attention.
c) Teacher must merely be a guide in the classroom.

[20] Zejnilagić-Hajrić, M.*, Šabeta, A., Nuić,I,"The Effects of Problem-Based-Learning on Students' Achievements in Primary School Chemistry",*University of Sarajevo,*:17-22

[21] Keren Goodnough, *Taking Action in Science Classrooms Through Collaborative Action Research,* Memorial University of Newfoundland, Canada, 2011, p:86.

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

d) Students must be given necessary time to think or gather information and to set their strategies in problem solving, and their creative thoughts must be encouraged in this process.

e) The difficulty of the subject matters to be studied must not be at a high level which could discourage students.

f) A comfortable, relaxing and safe learning environment must be established in order to develop students' skills on thinking by themselves.[23]

So, there are principles for problem based learning strategy to students reading comprehension.

3. The Procedures of Problem Based Learning

The process of teaching and learning started with explaining the learning objectives and activities that will be carried out. In the usage of problem based learning, this stage is very important stages in which the teacher must explain in detail what must be done by learners and also by the teacher as well as explained how the teacher will evaluate the learning process. It is very important to provide the motivation so that learners can understand the learning that will be done. Problem Based Learning which incorporates two complementary processes, curriculum organization, and instructional strategy includes three main characteristics:

[23] Orhan Akınoglu and Ruhan Ozkardes Tandogan, "The Effects of Problem-Based Active Learning in Science Education on Students' Academic Achievement, Attitude and Concept Learning" in *Eurasia Journal of Mathematics, (*Science & Technology Education, Marmara Universitesi, Istanbul, TURKEY), June-November 2006, h. 73

a) Engages students as stakeholders in a problem situation.
b) Organizes curriculum around a given holistic problem, enabling student learning in relevant and connected ways.
c) Creates a learning environment in which teachers coach student thinking and guide student inquiry, facilitating deeper levels of understanding.

In the learning process the problem can stimulate the curiosity of the learners. The learners. The learners can be interested to observe and involved of something. It means that the learners will have actively participate in the learning process to find out a solution.[24]

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

a) Innappropriate performance.
b) Situation that requires attention or improvement.
c) Looking for better way or something new.
d) Phenomena that have not find the solution.
e) There is a gap in information and source.
f) Problem about taking conclusion.[25]

Problem Based Learning is likely to include discussion, reflection, research, project, and presentation. Problem based learning starts with an issue, case, or ill structured problem that can be researched, studied, or

[24] M. Taufiq Amir, Inovasi Pendidikan Melalui Problem Based Learning, (Kencana Prenada Media Group: Jakarta, 2009), p. 18.
[25] M. Taufiq Amir, Inovasi Pendidikan., p. 19.

even solved (give solution). A teachers role in problem based learning is pose problem, ask question, and facilitate investigation.[26]

Based on the definition above, the researcher concludes that Problem Based Learning is a students-centered pedagogy in which students learn about a subject through the experience of solving an open ended problem fund in material. The Problem Based Learning process does not focus on problem with a defined solution, but it allows for the development of other describle skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication.

4. Advantages and Disadvantages of Problem Based Learning

a. Advantages of Problem Based Learning

The advantages using problem based learning strategy, they are:

1) It is necessary to note that the lack of previous research in this field make it very hard to know to what extent known positive effects of PBL.
2) The main virtues of PBL is that it displays a significant advantage over traditional methods in how the communicative skills of the students are improved.
3) increase these effects, one could employ the practice of letting senior students, who have attended the course before and have good command of the language, act as *peer tutors* to the students.

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

4) PBL is that it encourages students to gain a deeper sense of understanding.
5) In a PBL classroom this is combatted by always introducing the vocabulary in a real-world situation, rather than as words on a list, and by activating the student; students are not passive receivers of knowledge, but are instead required to actively acquire the knowledge.

So, there are the advantages problem based learning strategy for students reading comprehension.

b. Disadvantages of Problem Based Learning

The advantages using problem based learning strategy, they are:

1) Students are not homogeneous in background, knowledge, or experience, nor are they homogeneous in their learning abilities in different areas or in their pace and style of learning.
2) The student is a passive recipient in this method and does not learn to dig it out for himself or "learn to learn."
3) This system makes heavy demands on the teacher, as he must constantly update and revise his material for lectures, readings, or syllabi so that the information he offers to his students is current.
4) Students and teachers can obtain a false sense of security if they believe that, once information is dispensed and a cognitive framework provided, the student will incorporate the information,

recognize where and when it could and should be used, and apply it effectively at that time.

5) The final disadvantage in problem based learning is that no one can predict which parts of the information the student has learned will eventually become obsolete or incorrect, what the student will forget, or what new information he will need to know in the future[27]

C. Action Hypothesis

Based on the frame theories and assumption above, the researcher formulates the action hypothesis "using Problem Based Learning Approach can improve the learning activity and Argumentative writing ability at the Eleventh Grade students of SMA Negeri 1 Sekampung".

[27] Howard S. Barrows, M.D, Robyn M. Tamblyn, B.Se.N, *Problem Based Learning An Approach to Medical Education*, Springer Publishing Company : New York, h. 8-9

CHAPTER III

RESEARCH METHOD

A. Setting Location and Subject Location

This research was classroom action research type, and it would be conducted at the eleventh grade of SMA Negeri 1Sekampung, 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 this 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 this class because most of the students had low score in English lesson especially in Writing Argumentative Text. 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
XI MIA	11	19
Total	30	

Source: Ledger of the English Teacher of SMA Negeri 1 Sekampung, taken on November, 27th2017.

B. Object of Study

The object of this research was The Use of Problem Based Learning Approach to Improve Argumentative Writing ability at Eleventh Grade Students of SMA Negeri 1 Sekampung East Lampung.

C. Action Plan

Action research is a method for improving and modifying the working system of a classroom in the school.[28] It means that, action research is a research that is use to evaluate and investigate the students and teachers work in teaching and learning with the aim.

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 are 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 are based on planning, action, and observation, then, the writer can make a reflection to determine the next cycle. The purpose of the research is to know the problem based learning. In this research, the researcher needs a collaborator to help in this action research. Suharsimi Arikunto defines collaboration research is a research which be done together by helping a friend.[29] In this research, the researcher as the reseacher, and the reseacher as collaborator.The English teacher was Mrs Ratmini, S.Pd as the collabolator in this research.

In the classroom action research, the researcher will 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.

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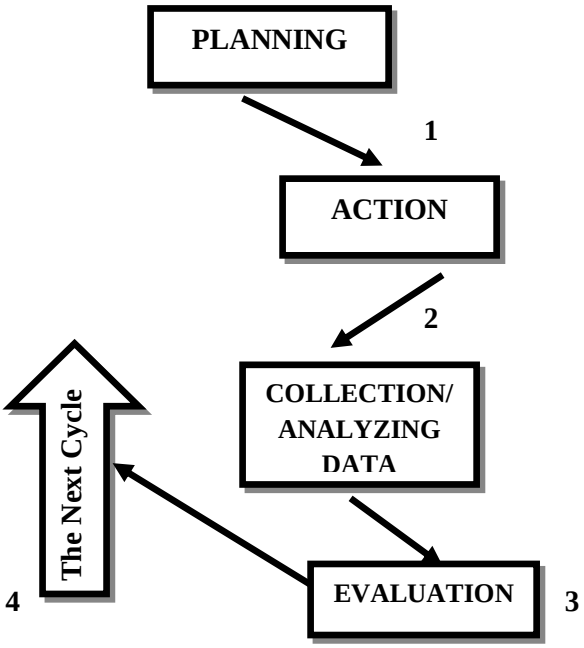
[25]Anne Burns, *"Doing Action Research in English Language Teaching",* (New York: Routladge, 2010), Page 5.

[29]Suharsimi Arikunto, *Penelitian Tindakan Kelas,* Jakarta: Bumi Aksara, 2007, p.3

Figure 1

Design of Classroom Action Research Model



McKernan Model[30]

Based on model design from Mc Kernan above, there are four steps in 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 of the conducted cycle which concerns with teaching preparation designed by the researcher. The researcher identified problems which occurred in the classroom. She observed the teaching-learning process by observing how the

[30] Karen Goodnough, *"Taking Action in Science Classroom Trough Collaborative Action",* (Canada, Sense Publishers, 2011), Page 4.

English teachers teaching, the students attitudes, and their interactions during it.

The material must suitable with the syllabus, and the instrument of evaluation. [31] The preparation of the researcher conducted the implementation of problem based learning technique. Then the researcher and the collaborator (teacher) prepare some plans to conduct the classroom.

They are following:

1) Identify the problem.
2) Prepare the teaching learning resources such as the media related to the material, check list observation, and the test material.
3) Prepare the source of learning.
4) Prepare the observation sheet.
5) Prepare the evaluation form to evaluate the students activities after the teaching learning process.

b. Acting

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

1) The researcher applies lesson plan.
2) The researcher asked student to remember the definition and the generic structure of argumentative text. The researcher

[31] Ernest T. Stringer, *Integrating Teaching, Learning, and Action Research*, (United States: SAGE Publications.Inch, 2010), p. 4.

stimulated the students by given a argumentative text about personal experience and asked student to identify the generic structure of that text.

3) The researcher divided students into some group and formulated the problem by given some random picture series for each groups.
4) The researcher asked each groups to wrote argumentative text based on that picture series.
5) The researcher help students to plan and presented their report about their opinion of the topic that given by researcher and given chance to other groups to asked related to the topic.
6) The researcher help students to evaluate their result of their identification.
7) The researcher applied problem based learning for students make argumentative text individually, it was done to know the student's writing skill.

c. Observing

Observing is either an activity of a living being, consisting of receiving knowledge 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.[32]This observing phase was actuallydone at the same time as implementing. The objectives

[32]Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London: Routledge Falmer, Inch, 2002), p. 35.

of this phase were to know the result of the research and to find out the weakness or the improvement of research implementation.

In this steps researcher discussed about data, instrument of collecting data, and technique of data collection. And the aim of this step was knows the effect of the applied strategy toward the predetermined criteria of success. So, what was observed in this stage was whether the applied strategy was successful in solving the practical problems.

d. Reflecting

After observation process was done, the researcher and the teacher make a reflection to evaluate teaching learning process and the improvement of students' writing argumentative text..

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. Planning

The implementation in cycle 1 had not given a significant change to the writing skill of the students at SMA N 1 Sekampung. The result of test in cycle 1 not satisfying yet. So, some revisions on the planning were made. The planning of the implementing in cycle 2 similar with cycle 1. The differences were the researcher

formulated the problem with given some random pictures to each groups.

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

1) The researcher prepared the material and technique of teaching.
2) The researcher determined standart competence, basic competence, indicator, aim of teaching and learning process and assessment.
3) The researcher explained about definition of argumentative text, the generic structure of argumentative text and the argumentative text about student's personal experience.
4) The researcher used media to attract students attention.

b. Acting

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

1) The researcher applies lesson plan.
2) The researcher asked student to remember the definition and the generic structure of argumentative text. The researcher stimulated the students by given a argumentative text about

personal experience and asked student to identify the generic structure of that text.

3) The researcher divided students into some group and formulated the problem by given some random picture series for each groups.
4) The researcher asked each groups to wrote argumentative text based on that picture series.
5) The researcher help students to plan and presented their report about their opinion of the topic that given by researcher and given chance to other groups to asked related to the topic.
6) The researcher help students to evaluate their result of their identification.
7) The researcher applied problem based learning for students make argumentative text individually, it was done to know the student's writing skill.

c. Observing

In this steps researcher discussed about data, instrument of collecting data, and technique of data collection. And the aim of this step was knows the effect of the applied strategy toward the predetermined criteria of success. So, what was observed in this stage was whether the applied strategy was successful in solving the practical problems.

d. Reflecting

In this step, the researcher would compare 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 writer used the data collection by using instrument as bellow:

1. Test

Test is 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 had same difficulties. The test consists of pre-test and post-test. The types of the test was comprehension text. The test was divided into two parts, as follow:

a. Pre-Test

The pre-test is 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 is given in the last meeting after doing treatments to find out whether the treatments given any contribution to the students' achievementin 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 based learning were able to Improve the Students'Writing Argumentative Text.

2. Observation

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

In collecting data, the researcher observed 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 reseacher to arise the participation of the student who had not involve yet.

3. Documentation

Documentation is a tool to collected some information in the form of written source or documenter such as books, magazines, daily notes, etc.[33] 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.

[33]Anne Burns, *"Collaborative Action Research for English Language Teachers",* (New York: Routladge, 1999), Page 140.

4. Field Note

Field note is 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 use field note to record the student's activity during the learning process in narration form.

E. Data Analysis Technique

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

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:[34]

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

Where:

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

$\sum X$: Number of students score

N : Total number of student

[34] Donald Ary.et.al, *"Introduction ton Research in Education. Eight Edition",* (USA: Wadsworth Cengage Learning, 2010), Page 108.

Then, to know the result the researcher would compared between pre-test and post-test. The result would be match by the minimum standard in this school at least 70. If in cycle I there were some students not successful, so the researcher would like to conduct in cycle II.[35] The minimum cycle in CAR (Classroom Action Research) at least two cycles, if from cycle II all of the students was 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:[36]

$$\boldsymbol{P} = \frac{\boldsymbol{F}}{\boldsymbol{N}} \text{ x } 100\%$$

P : Class Percentage

F : Frequency

N : Number of Students

F. Indicator of Success

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

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[35]Daniel R. Tomal, *"Action research for Educator. Second edition",* (United Kingdom: Rowman& Littlefield Publishers.Inch, 2010), Page 109.

[36] Timothy C. Urdan, *"Statistics in Plain English",* (London: Lawrence Erlbaum Associate Publishers, 2015), Page 10.

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^3 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 School1 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^{2}area at Sekampung distric. 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^2
2.	Headmaster's Room	1	24 m^2
3.	Vice Principles' Room	1	15 m^2
4.	Administration's Room	1	121 m^2
5.	Teacher's Room	1	121 m^2
6.	CounselingRoom	1	9 m^2
7.	Laboratory		
	A. Science Laboratory	1	116 m^2
	B. Physics Laboratory	-	m^2
	C. Biology Laboratory	-	
	D. Chemical Laboratory	-	
	E. English Laboratory	-	
	F. Computer Laboratory	1	116 m^2
9.	Library	1	72 m^2
10.	Mosque	1	2000 m^2
11.	Student Health Units	1	18 m^2
12.	Toilet	14	84 m^2
13.	Parking	4	2000 m^2
14.	The Ceremony Field	1	3000 m^2
15.	Canteen	3	96 m^2

Source: *Documentation of SMA N 1 Sekampung in the academic year 2018/2019 on May 7th 2019.*

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
Amount				**747**

Source: *Documentation of SMA N 1 Sekampung in the academic year 2018/2019 on May 7th 2019.*

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

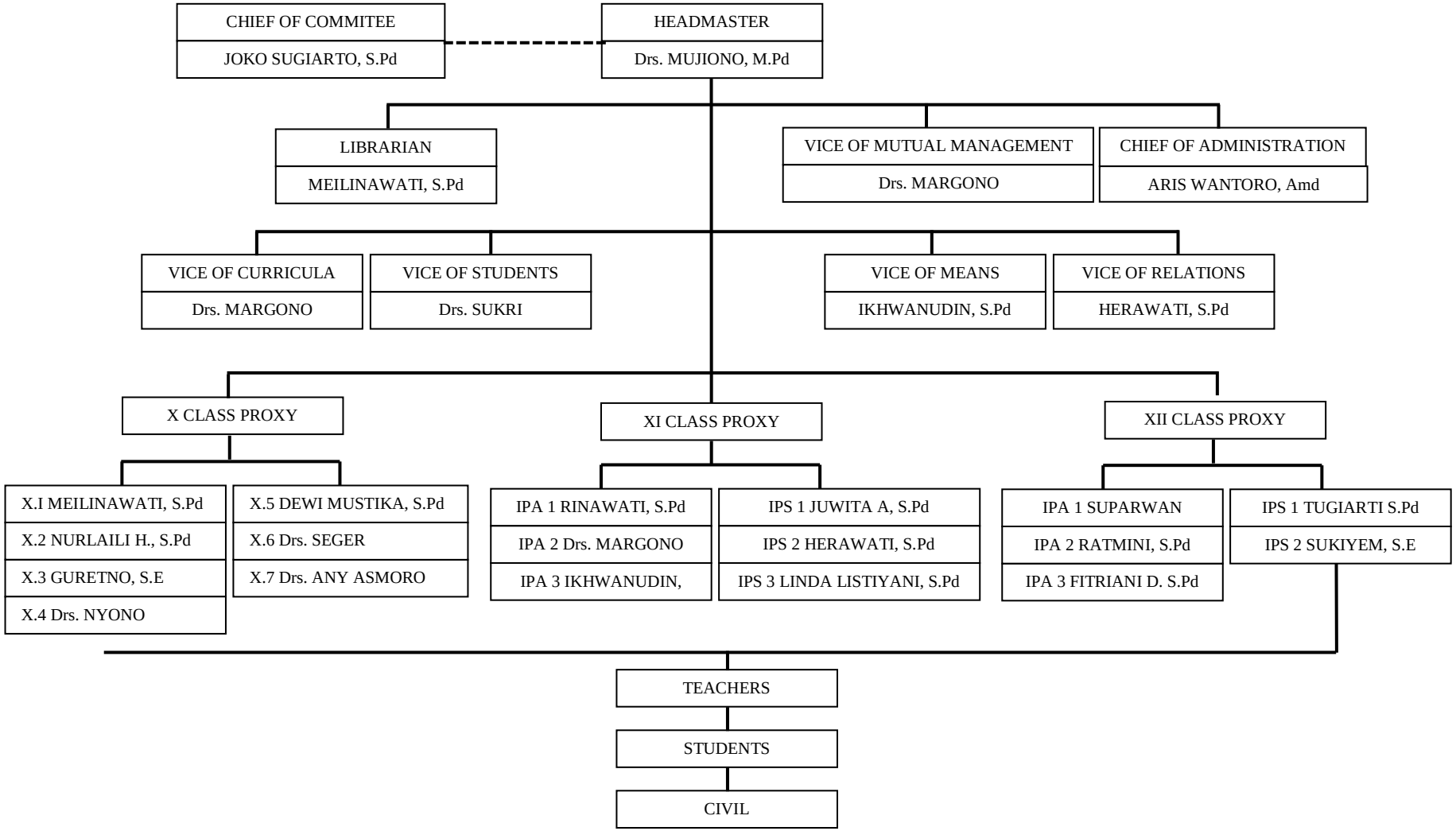
Table 9
Vision and Mission of State Senior High School 1 Sekampung

Vision : Discipline, Performance, the Good Manners, and Taqwa	
No	**Indicated by**
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
No	**Mission**
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 May 7th 2019*

e. The Organizational Structur ofSchool

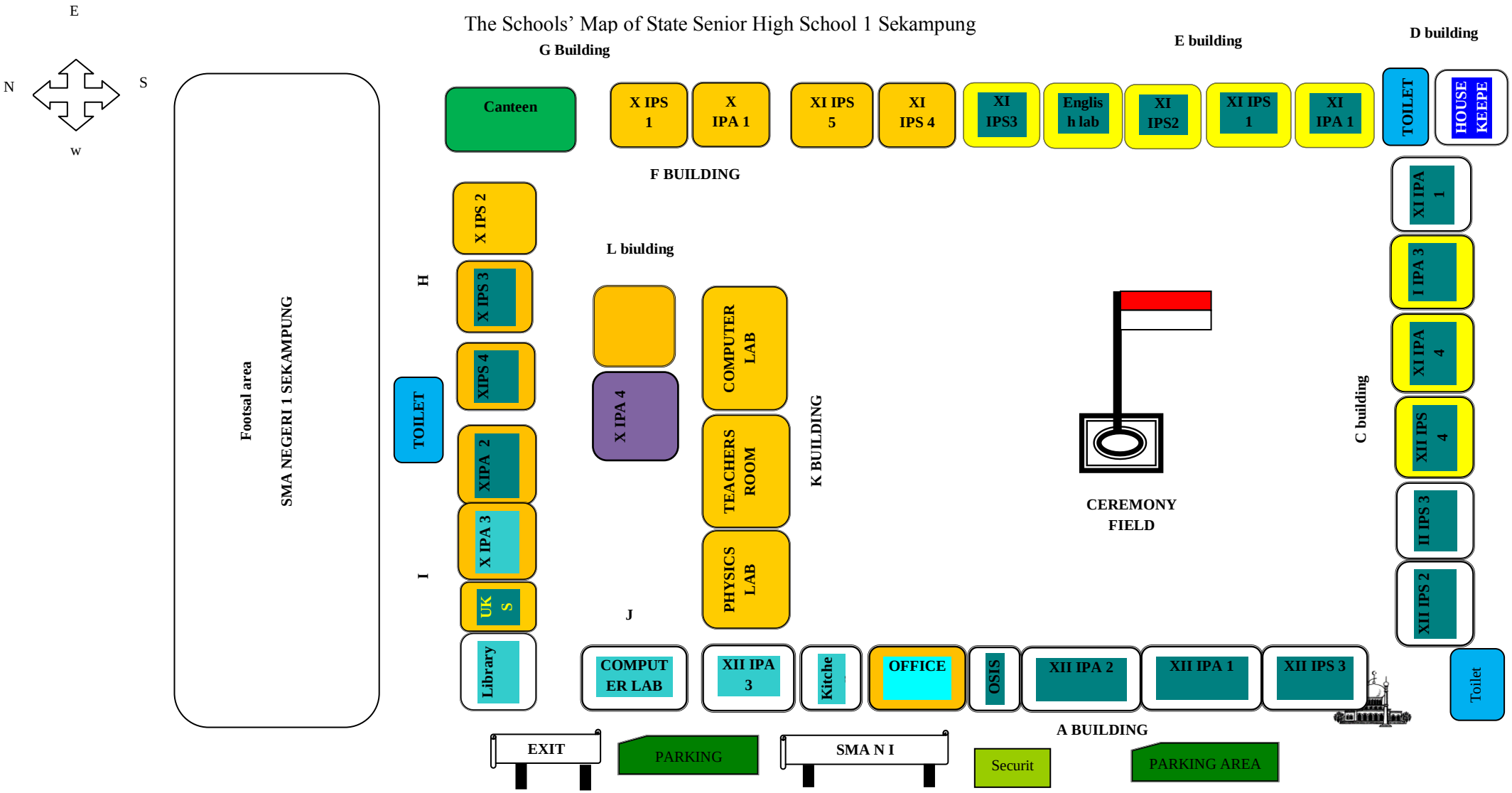
Figure 2
The Organizational Structure of State Senior High School 1 Sekampung in 2018/2019



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 1Sekampung 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 Tuesday, May 7th, 2019 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

the form of essay which consisted of three topics which had to be completed for 40 minutes.

b. The students' pre-test result

Table 10
The Result of Pre-Test Score of Writing Argumentative

NO	Students Code	Criteria of The Score					TOTAL	Note ≥70
		C	O	V	L	M		
1	AAN	21	10	13	18	3	65	Uncompleted
2	AG	17	11	7	13	4	52	Uncompleted
3	AW	21	15	14	12	4	66	Uncompleted
4	AN	22	17	13	20	5	77	Completed
5	AES	17	10	12	5	2	46	Uncompleted
6	AP	21	14	10	11	4	60	Uncompleted
7	CIR	17	9	13	11	2	52	Uncompleted
8	CSA	18	13	11	13	3	58	Uncompleted
9	DSS	23	17	14	17	4	75	Completed
10	EM	22	10	14	11	4	61	Uncompleted
11	ECRL	20	11	10	12	2	55	Uncompleted
12	FR	16	9	12	11	2	50	Uncompleted
13	FA	13	12	9	11	2	47	Uncompleted
14	HO	22	18	17	14	4	75	Completed
15	ITA	21	12	10	13	3	59	Uncompleted
16	IKD	22	17	14	17	3	73	Completed

17	KPS	16	11	9	9	2	47	Uncompleted
18	LKW	21	8	10	10	3	42	Uncompleted
19	MTW	17	8	7	8	2	42	Uncompleted
20	NH	20	17	14	15	4	70	Completed
21	NRD	17	7	7	9	2	42	Uncompleted
22	PIAS	17	7	11	17	3	55	Uncompleted
23	RI	15	7	12	8	2	44	Uncompleted
24	RBS	16	12	7	10	3	48	Uncompleted
25	RL	15	13	7	8	3	46	Uncompleted
26	RRV	22	17	17	16	4	76	Completed
27	SN	21	17	15	18	4	75	Completed
28	TV	17	11	11	11	2	52	Uncompleted
29	USW	21	14	10	11	4	60	Uncompleted
30	WNA	22	14	17	13	4	70	Completed
High Score							**77**	
Lowest Score							**42**	
Average							**58**	

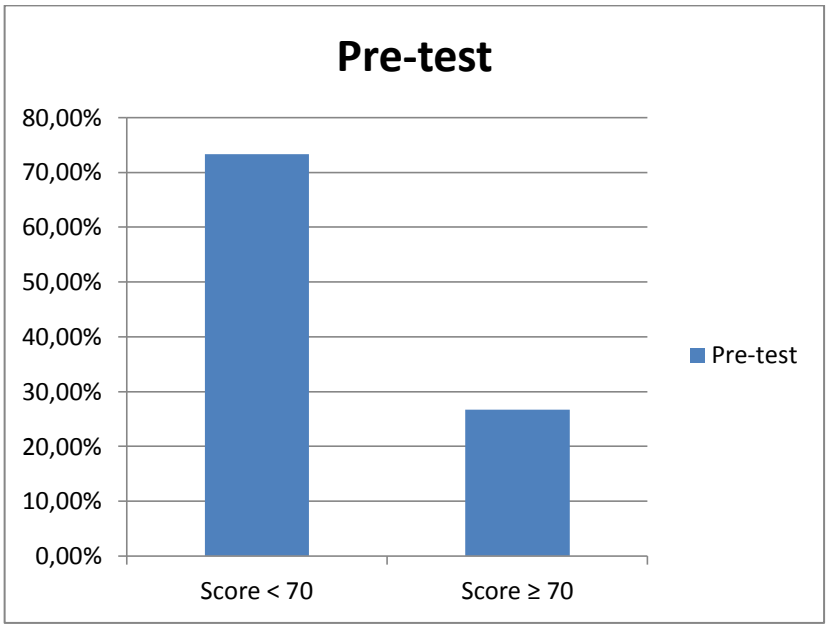
Table 11

Frequency of students' score in Pre-test

	Grade	Category	Frequency	Percentage
1.	≥70	Completed	8	26.67%
2.	<70	Uncompleted	22	73.33%
Total			**30**	**100%**

Source: The result score of writing post test 2 at XI IPA 3 class of SMA Negeri 1 Sekampung on May 7th 2019.

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 Based Learning Approach 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, May 8th 2019 at 07.15 until 08.45 and followed by 30students. 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 approach 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 Thursday,May 9th 2019 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 wasessay 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**	

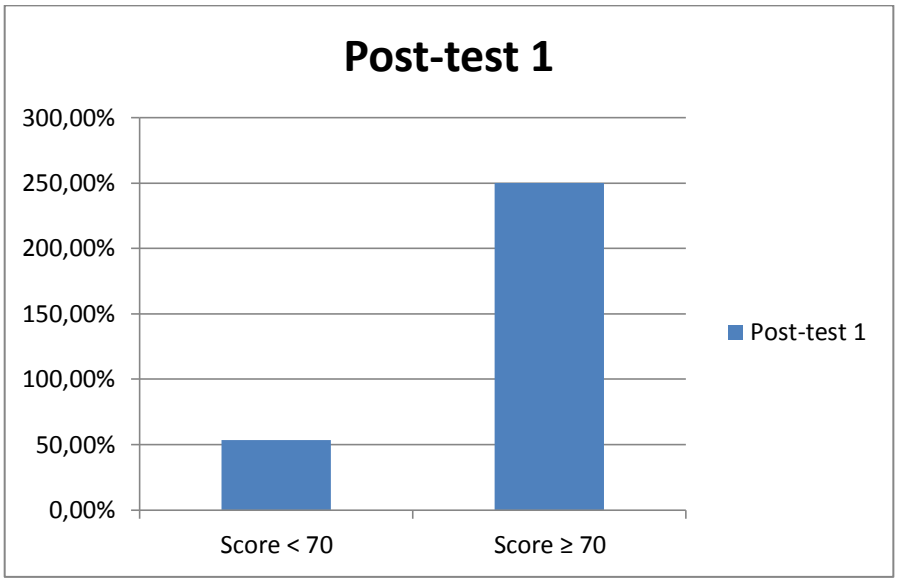
Table 13
Frequency of students' score in Post test 1

No.	**Grade**	**Category**	**Frequency**	**Percentage**
1.	≥70	Completed	14	46.67%
2.	<70	Uncompleted	16	53.33%
Total			**30**	**100%**

Source: The result score of writing post test 1 at X IPA class of SMA N 1 Sekampung on May 9th 2019.

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 ≥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 Based Learning Approach 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 Based Learning Approach 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 that the students' pre-test before giving treatment.

The indicators of student activities as follows:

1) The students pay attention to the teacher explanation.
2) The students ask/answer question.
3) The students active in the class.
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
Total		**22**	**16**	**17**	**7**	**62**
Percentage		**73%**	**53%**	**57%**	**23%**	

Note :

≤50% : **Not Active**
≥50% : **Active**

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
Total		**24**	**19**	**20**	**10**	**73**
Percentage		**80%**	**63%**	**67%**	**33%**	

Note :

≤50% : **Not Active**
≥50% : **Active**

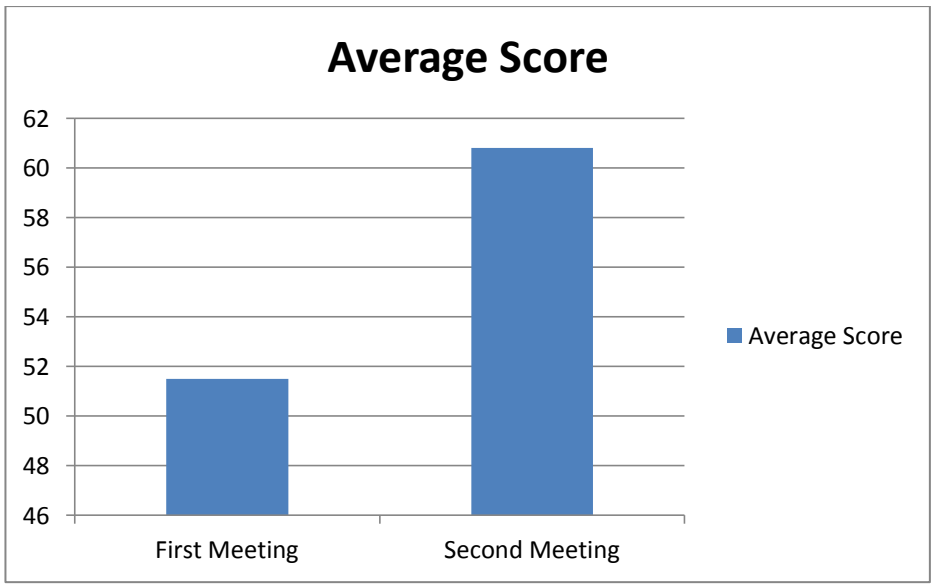
Table above showed achieved the score of students' activity in teaching learning process at cycle I. Then the percentage of students' activity at meeting one and meeting two of cycle II could be seen as follow:

Table 16
The Percentageof Student's Learning Activities at Cycle I

No	Students Activities	Cycle I		Poin (%)
		First Meeting	Second Meeting	
1	The students pay attention to the teacher explanation	73%	80%	7%
2	The students ask/answer question	53%	63%	10%
3	The students active in the class	57%	67%	10%
4	The studentswrite argumentative paragraph with coherence, cohesion and unity	23%	33%	10%
Total		***206%***	***243%***	***37%***
Average		***51,5***	***60,8***	

Graph 3

The Comparison betweenFirst Meeting andSecond 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. Reflection

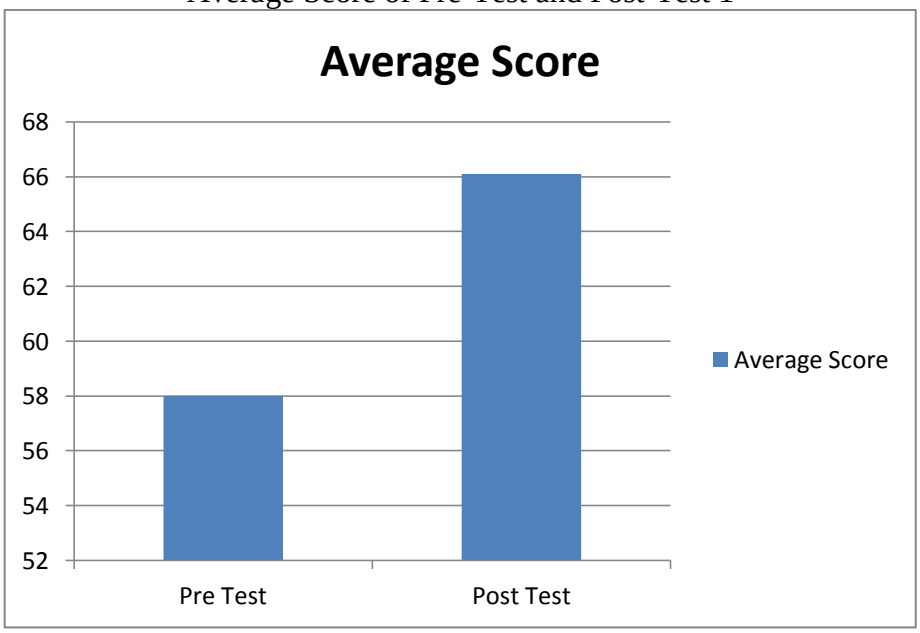
From the result observation in learning process in cycle 1, it can be concluded that in the learning processhas not achieved Minimum Standard Criteria of the research yet.At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's pre-test score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

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
Total		**1740**	**1983**	**243**	

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, May, 15th, 2019 at 07.15 A.M –08.45 A.M and it took about 90 minutes or 2 × 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 Thursday, May 16th, 2019 at 13.14A.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

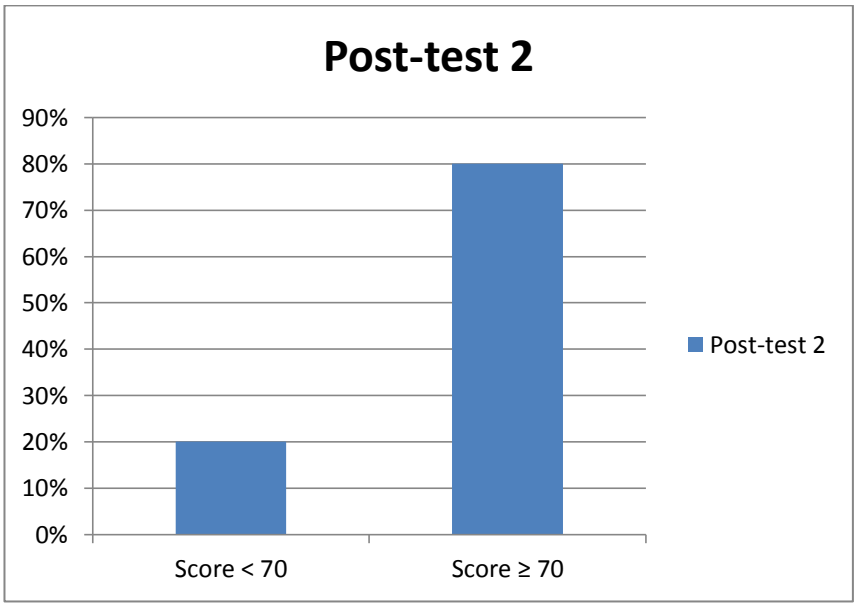
NO	Students Code	Criteria of the Score					TOTAL	Note (≥70)
		C	O	V	L	M		
1	AAN	21	13	15	18	3	79	Completed
2	AG	22	13	18	17	4	80	Completed
3	AW	23	17	19	12	4	82	Completed
4	AN	24	17	17	18	4	81	Completed
5	AES	17	13	14	17	3	70	Uncompleted
6	AP	22	15	14	15	4	75	Completed
7	CIR	21	13	10	10	3	72	Uncompleted
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
High Score							**82**	
Lowest Score							**60**	
Average							**73,6**	

Table 19
Frequency of students' score in Post test 2

No.	Grade	Category	Frequency	Percentage
1.	≥70	Completed	24	80%
2.	<70	Uncompleted	6	20%
Total			**30**	**100%**

Source: The result score of writing post test 1 at X IPA class of SMA N 1 Sekampung on May 16th 2019.

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
Total		**29**	**22**	**24**	**13**	**88**
Percentage		**96%**	**73%**	**80%**	**43%**	

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
Total		**29**	**27**	**28**	**18**	**102**
Percentage		**96%**	**90%**	**93%**	**60%**	

Note :

≤50% : **Not Active**

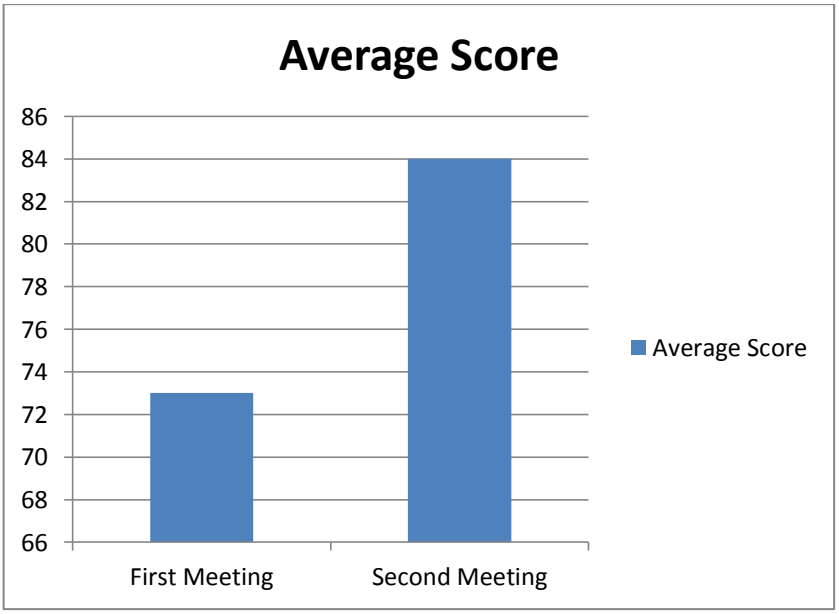
≥50% : **Active**

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 pay attention to the teacher explanation	96%	96%	0%
2	The students ask/answer question	73%	90%	13%
3	The students active in the class	80%	93%	13%
4	The students write argumentative paragraph with coherence, cohesion and unity	43%	60%	17%
Total		***292%***	***339%***	***43%***
Average		***73***	***84***	

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 least70.

d. 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
Total		**1983**	**2208**	**230**	
Average		**66,1**	**73,6**	**Mean (7,7)**	
Lowest Score		**55**	**60**		
Highest Score		**80**	**82**		

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 ≥ 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 based learning approach 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 based learning approach 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 based learning approach 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 tuesday, May 7th, 2019. 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 thusday, May, 8th, 2019. 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 least70. 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 Thursday,May 16th, 2019. 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.

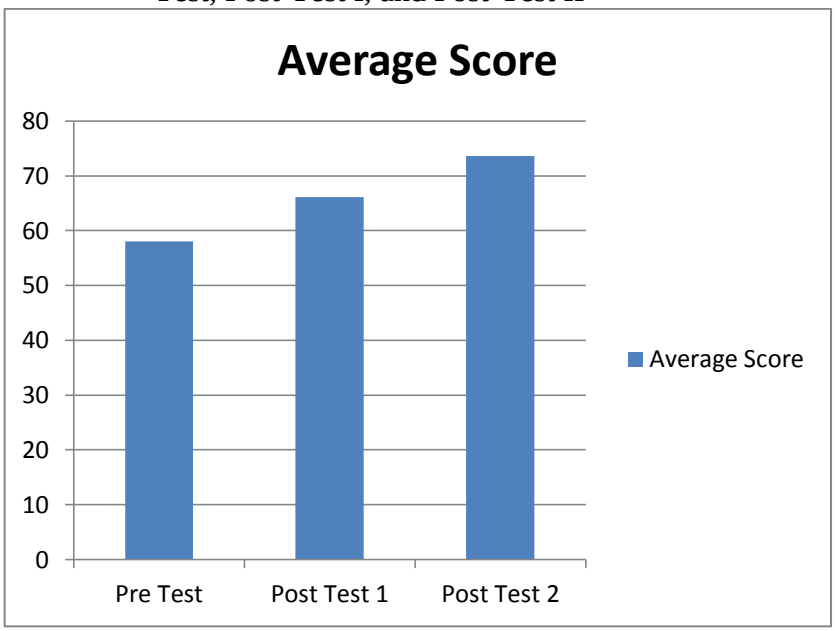
d. Comparison of Score Pre-Test, Post-Test I and Post-Test II

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
Total	**1740**	**1983**	**2208**
Average	**58**	**66,1**	**73,6**

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.

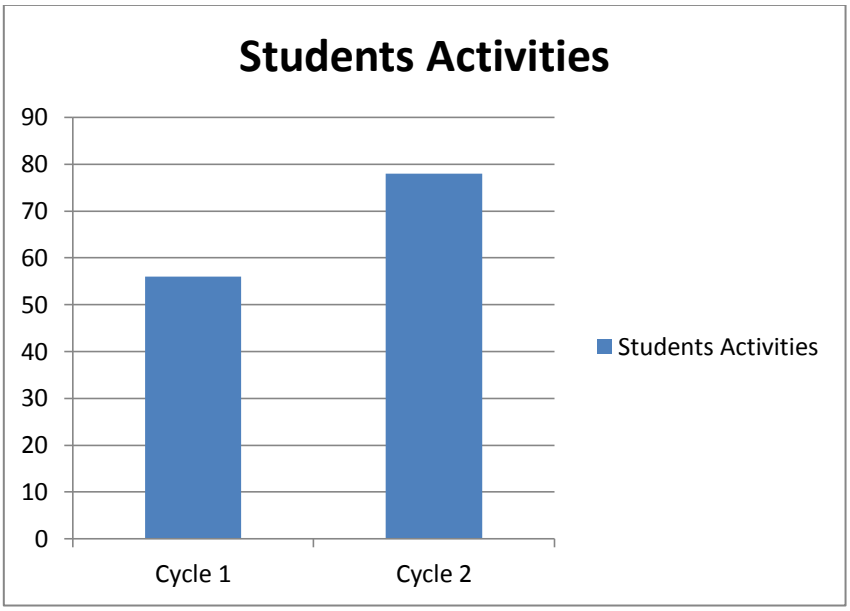
2. Observation Result of Students' Activities

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	Cycle I	Cycle II	Improvement
1	The students pay attention to the teacher explanation	76%	96%	20%
2	The students ask/answer question	58%	81%	23%
3	The students active in the class	62%	86%	24%
4	The studentswrite argumentative paragraph with coherence, cohesion and unity	28%	51%	23%
	Total	***224***	***314***	***90***
	Average	***56%***	***78%***	***22%***

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 pay attention to the teacher explanation 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%.

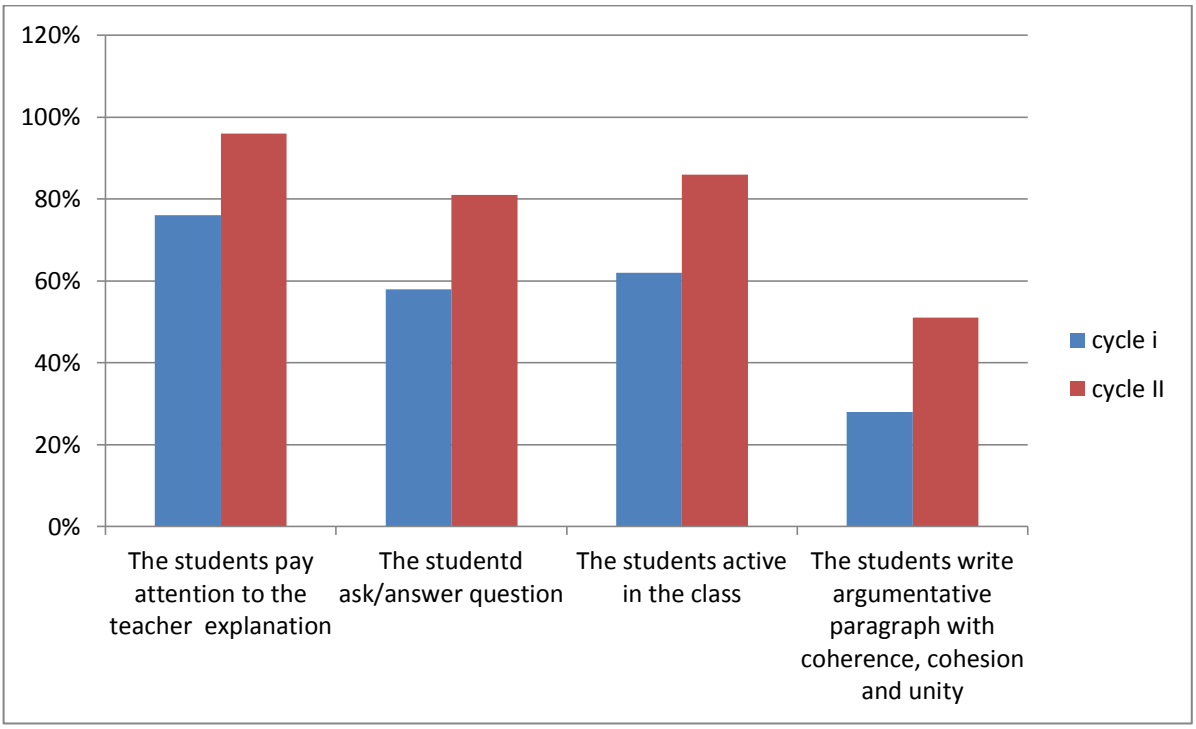
Then the students ask/answer question improved from the cycle I up to cycle II. The percentage of this activity in cycle I was 58% and in cycle II 81% by the improvement percentage was 23%.The percentage of students active in the class in cycle I was 62% and in cycle II was 86% by the improvement percentage 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 based learning approach 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 based learning approach 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:

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 is 78,5%. As a result, Problem Based Learning could improve the students' activities in teaching learning process at the eleventh grade of SMA Negeri 1 Sekampung. 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 Based Learning Approach, the students' argumentative writing abilities at the eleventh grade of SMA Negeri 1 Sekampung could be improve. 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 reach.

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

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APPENDICES

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, e-mail: iain@metrouniv.ac.id

Nomor : B-0 /In.28.1/J/PP.00.9/1/2019 04 Februari 2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Maya Hardianingrum
NPM	:	14121707
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The Use Problem Based Learning To Improve Argumentative Writing Ability At Eleventh Grade Students Of SMA Negeri 1 Sekampung East Lampung

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 ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 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
NIP. 19750610 2008011014

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Fax (0725) 47296; *Website*: www.metrouniv.ac.id; *e-mail*: iain@metrouniv.ac.id

Nomor : B-2356/In.28.1/J/TL.00/10/2017 30 Oktober 2017
Lamp : -
Hal : **IZIN *PRA-SURVEY***

Kepada Yth.,
Kepala SMA N 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 : Maya Hardianingtum
NPM : 14121707
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul : The Use Probelm Based Learning To Improve Argumentative Writing Ability At The Eleventh Grade Students of SMA Negeri 1 Sekampung East Lampung

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 : 438/ /11/SMA N 1/2017
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-2356/In.28.1/J/TL.00/10/2017 tertanggal 30 Oktober 2017 tentang izin penelitian atas nama Saudari:

Nama	: MAYA HARDIANINGRUM
NPM	: 14121707
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris (TBI)
Judul Penelitian	: "The Use Problem Based Learning To Improve Argumentative Writing Ability At The Eleventh Grade Students of SMA Negeri 1 Sekampung East Lampung

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 2017
Kepala Sekolah

Drs. MUJIONO, M.Pd.
NIP. 19661020 199203 1 004

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

SURAT TUGAS

Nomor: B-1238/In.28/D.1/TL.01/05/2019

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

Nama	:	**MAYA HARDIANINGRUM**
NPM	:	14121707
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA NEGERI 1 SEKAMPUNGG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PROBLEM BASED LEARNING APPROACH TO IMPROVE ARGUMENTATIVE WRITING ABILITY AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG 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
Pada Tanggal : 07 Mei 2019

Mengetahui,
Pejabat Setempat

M. Masiona, M.Pd

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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

Nomor : B-1239/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 1
SEKAMPUNGG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1238/In.28/D.1/TL.01/05/2019, tanggal 07 Mei 2019 atas nama saudara:

Nama	:	**MAYA HARDIANINGRUM**
NPM	:	14121707
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 SEKAMPUNGG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PROBLEM BASED LEARNING APPROACH TO IMPROVE ARGUMENTATIVE WRITING ABILITY AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAMPUNG 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, 07 Mei 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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 : 445/ /05/SMA N 1/2019
Lampiran : -
Hal : Keterangan Balasan Research

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-1238/In.28/D.1/TL.01/05/2019 tertanggal 07 Mei 2019 tentang izin penelitian atas nama Saudari:

Nama : MAYA HARDIANINGRUM
NPM : 14121707
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Penelitian : "The Use of Problem Based Learning Approach To Improve Argumentative Writing Ability At The Eleventh Grade Students of SMA Negeri 1 Sekampung East Lampung

Kami Kepala Sekolah SMA Negeri 1 Sekampung menerangkan bahwasanya mahasiswa diatas dimulai pada tanggal 07 mei s.d 16 mei 2019 telah selesai melaksanakan penelitian.

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

Sekampung, 16 Mei 2019
Kepala Sekolah

Drs. MUJIONO, M.Pd.
NIP. 19661020 199203 1 004

TEST INSTRUMENT IN PRE-TEST

NAME : Nur Rachma D
CLASS : IPA 3

42

Direction :

1. Write your name, class and theme sheet!
2. Choose one of the topics!
3. Please used your own writing and write carefully!

Please write a argumentative paragraph at least 7 sentences based on the topic that you choose below!

a. Internet
b. World Cup
c. PUBG Mobile

Internet

Topic Sentence ?

In this era many people user ? But Internet often used evil like hacker. kidnapping. deception.

So, becarefull in using Internet

Content : 21
Organization : 8
Vocab : 4
Language use : 4
Mechan : 3

TEST INSTRUMENT IN PRE-TEST

NAME : Agung Nurhidayah
CLASS : IPA 3

77

Direction :

1. Write your name, class and theme sheet!
2. Choose one of the topics!
3. Please used your own writing and write carefully!

Please write a argumentative paragraph at least 7 sentences based on the topic that you choose below!

C : 22
O : 17
V : 13
L : 20
M : 5

a. Internet
b. World Cup
c. PUBG Mobile

PUBG Mobile

I think PUBG is great game in smartphone. In this era, play game use (r) (a) data. But PUBG Mobile very was (cu) data. In game that we can study how way was in battleground. And we can know many guns. Exemple sniper gun and shotgun and pistol. In game all people ready dead in game. If win gate fried chicken from plane But the people can't stop play game show many times expel.

TEST INSTRUMENT IN POST TEST 1

NAME : Rio Cayu Saputra
CLASS : XI IPA 3

Direction :

1. Write your name, class and theme sheet!
2. Choose one of the topics!
3. Please used your own writing and write carefully!

SS

Please write a argumentative paragraph at least 7 sentences based on the topic that you choose below!

a. Sea Games

b. Smoke

c. Mobile Lagend

Mobile legend

There are many reason why don't to day mobile legend. First, Mobile legend that we haddistion but also time away. It can do friends split.

lastly you can ~~smell the~~ mobile legend their other all day.

To sum up, I don't to play mobile legend because it is we haddiction. It can do friends split and ultractice. → untractive

C : 20
O : 13
V : 11
L : 8
M : 3

TEST INSTRUMENT IN POST TEST I

NAME : Putri Adinda Maharani
CLASS : XI IPA 3

80

Direction :

1. Write your name, class and theme sheet!
2. Choose one of the topics!
3. Please used your own writing and write carefully!

Please write a argumentative paragraph at least 7 sentences based on the topic that you choose below!

a. ~~Internet~~ Sea Games
b. ~~World Cup~~ Smoke
c. ~~PUBG Mobile~~ Mobile Lagend

C : 24
O : 17
V : 17
L : 18
M : 4

Mobile Lagend

There are many reason why I don't play mobile lagend. First, Mobile lagend to much negative effect as object game that not educated. Father more, mobile lagend also throws money Because play mobile lagend need data. Mobile lagend also make games forget time until time expelled useless
To Sum Up, I don't play mobile lagend because to much negative effect, throws money and throws time.

TEST INSTRUMENT IN POST TEST II

NAME : Kharisna Timur Pamungkas
CLASS : XI IPA 3

60

Direction :

1. Write your name, class and ~~theme sheet~~!
2. Choose one of the topics!
3. Please used your own writing and write carefully!

Please write a argumentative paragraph at least 7 sentences based on the topic that you choose below!

a. Drugs
b. Tik-Tok
c. Full Day at School

C : 19
O : 8
V : 10
L : 10
M : 3

DRUGS

The influence and impact of drugs use the damage the healty bath Physically and psychdogically mental healty will greatly affect the future life of the drugs user.

Drugs can cause healty problems in the nervous system, healt, blood, vescely, lungs and other disordart.

Drugs obise can be fatal when there is on over do of drugs can sumption beyound the body's ability over dosee, can cause death.

TEST INSTRUMENT IN POST TEST II

NAME : Mabruk Javier Sulaiman
CLASS : XI IPA 3

82

Direction :

1. Write your name, class and ~~theme sheet~~!
2. Choose one of the topics!
3. Please used your own writing and write carefully!

Please write a argumentative paragraph at least 7 sentences based on the topic that you choose below!

a. Drugs
b. Tik-Tok
c. Full Day at School

C : 23
O : 17
Y : 19
L : 12
M : 4

TikTok

Tiktok is a popular smartphone App in Indonesia. This App is played by children up to adults. But, this App mostly brings a bad impact to its users. A lot of users are using this app. For example is a lot of user who sway etc and do disgusting things watched by children. The conclution, I will not install this app on my smartphone, and I will got stay away from who played this App. Because Tiktok is drop used form me.

ATTENDANCE LIST OF POST TEST 1

NAME :

KELAS :

NO	NAME	SIGNATURE	
1	ADITYA AGUNG N	1	
2	AJIB GIANTORO		2
3	ANDRE WIJAYA	3	
4	ANGGUN N		4
5	ANTONI ENDI SUCIPTO	5	
6	APRIANTO		6
7	CAHYA INDAH R	7	
8	CINDI SETIA AYU		8
9	DEVI SEPTIANA SARI	9	
10	EMI AMELIA		10
11	ERICA CAHYANI	11	
12	FAHRU ROZI		12
13	MFERRI ARWANDA	13	
14	HENI OKTAVIANA		14
15	INDRI TIAS AGHATA	15	
16	INDRIANA KUSUMA D		16
17	KADEK PUTRI S	17	
18	LILIK KUSUMA WATI		18
19	MEILA TRI W	19	
20	NUR HASANUDIN		20
21	NUR RACHMA D	21	
22	PRISMA INDA A		22
23	RANI ISTIQOOMAH	23	
24	RIO BAYU SAPUTRA		24
25	RISKI LESTARI	25	
26	ROSTINA RISKA F		26
27	SHINTA NABILA	27	
28	TITIK VINURIANTI		28
29	UJIK SETIA WATI	29	
30	WAHYU NUR ABAYS		30

ATTENDANCE LIST OF PRE-TEST

NAME :

KELAS :

NO	NAME	SIGNATURE	
1	ADITYA AGUNG N	1	
2	AJIB GIANTORO		2
3	ANDRE WIJAYA	3	
4	ANGGUN N		4
5	ANTONI ENDI SUCIPTO	5	
6	APRIANTO		6
7	CAHYA INDAH R	7	
8	CINDI SETIA AYU		8
9	DEVI SEPTIANA SARI	9	
10	EMI AMELIA		10
11	ERICA CAHYANI	11	
12	FAHRU ROZI		12
13	MFERRI ARWANDA	13	
14	HENI OKTAVIANA		14
15	INDRI TIAS AGHATA	15	
16	INDRIANA KUSUMA D		16
17	KADEK PUTRI S	17	
18	LILIK KUSUMA WATI		18
19	MEILA TRI W	19	
20	NUR HASANUDIN		20
21	NUR RACHMA D	21	
22	PRISMA INDA A		22
23	RANI ISTIQOOMAH	23	
24	RIO BAYU SAPUTRA		24
25	RISKI LESTARI	25	
26	ROSTINA RISKA F		26
27	SHINTA NABILA	27	
28	TITIK VINURIANTI		28
29	UJIK SETIA WATI	29	
30	WAHYU NUR ABAYS		30

ATTENDANCE LIST OF POST TEST 2

NAME :

KELAS :

NO	NAME	SIGNATURE	
1	ADITYA AGUNG N	1	
2	AJIB GIANTORO		2
3	ANDRE WIJAYA	3	
4	ANGGUN N		4
5	ANTONI ENDI SUCIPTO	5	
6	APRIANTO		6
7	CAHYA INDAH R	7	
8	CINDI SETIA AYU		8
9	DEVI SEPTIANA SARI	9	
10	EMI AMELIA		10
11	ERICA CAHYANI	11	
12	FAHRU ROZI		12
13	MFERRI ARWANDA	13	
14	HENI OKTAVIANA		14
15	INDRI TIAS AGHATA	15	
16	INDRIANA KUSUMA D		16
17	KADEK PUTRI S	17	
18	LILIK KUSUMA WATI		18
19	MEILA TRI W	19	
20	NUR HASANUDIN		20
21	NUR RACHMA D	21	
22	PRISMA INDA A		22
23	RANI ISTIQOOMAH	23	
24	RIO BAYU SAPUTRA		24
25	RISKI LESTARI	25	
26	ROSTINA RISKA F		26
27	SHINTA NABILA	27	
28	TITIK VINURIANTI		28
29	UJIK SETIA WATI	29	
30	WAHYU NUR ABAYS		30

OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE 1 (SECOND MEETING)

NO.	NAME	THE STUDENTS' ACTIVITY				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	EA	✓		✓		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	MIW		✓			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
TOTAL		24	19	20	10	73

NOTE : 1) The students pay attention to the teacher explanation.

2) The students ask/answer question.

3) The students active in the class.

4) The students write argumentative paragraph with coherence, cohesion and unity.

OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE 2 (FIRST MEETING)

NO.	NAME	THE STUDENTS' ACTIVITY				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	EA	✓	✓	✓		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	MIW		✓	✓		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
TOTAL		29	22	24	13	88

NOTE : 1) The students pay attention to the teacher explanation.

2) The students ask/answer question.

3) The students active in the class.

4) The students write argumentative paragraph with coherence, cohesion and unity.

OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE 2 (SECOND MEETING)

NO.	NAME	THE STUDENTS' ACTIVITY				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	EA	✓	✓	✓		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	MIW		✓	✓		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
TOTAL		29	27	28	18	102

NOTE : 1) The students pay attention to the teacher explanation.

2) The students ask/answer question.

3) The students active in the class.

4) The students write argumentative paragraph with coherence, cohesion and unity.

OBSERVATION SHEET OF STUDENTS' WRITING SCORE IN PRE-TEST

No.	Student's Name	Score					Total
		Content	Oganization	Vocabulary	Language Use	Mechanics	
1.	AAN	21	10	13	18	3	65
2.	AG	17	11	7	13	4	52
3.	AW	21	15	14	12	4	66
4.	AN	22	17	13	20	5	77
5.	AES	17	10	12	5	2	46
6.	AP	21	14	10	11	4	60
7.	CIR	17	9	13	11	2	52
8.	CSA	18	13	11	13	3	58
9.	DSS	23	17	14	17	4	75
10.	EM	22	10	14	11	4	61
11.	ECRL	20	11	10	12	2	55
12.	FR	16	9	12	11	2	50
13.	FA	13	12	9	11	2	47
14.	HO	22	18	17	14	4	75
15.	ITA	21	12	10	13	3	59
16.	IKD	22	17	14	17	3	73
17.	KPS	16	11	9	9	2	47
18.	LKW	21	8	10	10	3	42
19.	MTW	17	8	7	8	2	42
20.	NH	20	17	14	15	4	70
21.	NRD	17	7	7	9	2	42
22.	PIAS	17	7	11	17	3	55
23.	RI	15	7	12	8	2	44
24.	RBS	16	12	7	10	3	48
25.	RL	15	13	7	8	3	46
26.	RRV	22	17	17	16	4	76
27.	SN	21	17	15	18	4	75
28.	TV	17	11	11	11	2	52
29.	USW	21	14	10	11	4	60
30.	WNA	22	14	17	13	4	70

OBSERVATION SHEET OF STUDENTS' WRITING SCORE IN POST-TEST 1

No.	Student's Name	Score					Total
		Content	Oganization	Vocabulary	Language Use	Mechanics	
1.	AAN	21	13	15	18	3	70
2.	AG	22	13	18	17	4	74
3.	AW	23	17	19	12	4	75
4.	AN	24	17	17	18	4	80
5.	AES	17	13	14	17	3	64
6.	AP	22	15	14	15	4	70
7.	CIR	21	13	10	10	3	57
8.	CSA	22	14	14	11	3	64
9.	DSS	23	17	15	18	4	77
10.	EM	23	17	10	11	3	64
11.	ECRL	21	11	13	12	3	60
12.	FR	21	13	10	11	3	58
13.	FA	21	14	13	12	3	63
14.	HO	22	17	17	16	4	76
15.	ITA	21	12	12	12	4	61
16.	IKD	22	18	14	17	4	75
17.	KPS	15	13	9	9	3	49
18.	LKW	22	11	13	11	4	61
19.	MTW	19	8	10	10	3	50
20.	NH	23	16	15	15	4	73
21.	NRD	20	13	11	8	3	55
22.	PIAS	21	9	14	9	3	56
23.	RI	16	13	12	11	3	55
24.	RBS	22	16	17	11	4	70
25.	RL	21	13	14	14	4	66
26.	RRV	23	16	17	18	4	78
27.	SN	22	16	19	18	4	77
28.	TV	20	11	15	12	2	60
29.	USW	23	16	14	13	4	70
30.	WNA	23	14	19	15	4	75

OBSERVATION SHEET OF STUDENTS' WRITING SCORE IN POST-TEST 2

No.	Student's Name	Score					Total
		Content	Oganization	Vocabulary	Language Use	Mechanics	
1.	AAN	21	13	15	18	3	79
2.	AG	22	13	18	17	4	80
3.	AW	23	17	19	12	4	82
4.	AN	24	17	17	18	4	81
5.	AES	17	13	14	17	3	70
6.	AP	22	15	14	15	4	75
7.	CIR	21	13	10	10	3	72
8.	CSA	20	14	14	11	3	60
9.	DSS	23	17	15	18	4	80
10.	EM	23	17	10	11	3	70
11.	ECRL	21	11	13	12	3	70
12.	FR	21	13	10	11	3	65
13.	FA	21	14	13	12	3	75
14.	HO	22	17	17	16	4	82
15.	ITA	21	12	12	12	4	70
16.	IKD	22	18	14	17	4	80
17.	KPS	15	13	9	9	3	60
18.	LKW	22	11	13	11	4	65
19.	MTW	19	8	10	10	3	60
20.	NH	23	16	15	15	4	75
21.	NRD	20	13	11	8	3	67
22.	PIAS	21	9	14	9	3	70
23.	RI	16	13	12	11	3	65
24.	RBS	22	16	17	11	4	76
25.	RL	21	13	14	14	4	75
26.	RRV	23	16	17	18	4	82
27.	SN	22	16	17	18	4	80
28.	TV	20	11	15	12	2	70
29.	USW	23	16	14	13	4	75
30.	WNA	23	14	19	15	4	75

Field Notes

Cycle		Note Students' Attitude
Cycle 1	1st Meeting	➢ Most of students still confused in following the learning group. ➢ Most of the students were not accountable about their answere. ➢ Most of the students were not confidence in shering the ideas. ➢ Some of the students did not the the assignments.
	2nd Meeting	➢ Some of the students began interested in the learning group. ➢ Some of the students were accountable about their answere. ➢ Some of the students were confidence in sharing ideas. ➢ Some of the students could do the assignments easily.
Cycle 2	1st Meeting	➢ Some of the students were enjoyed following the learning groups. ➢ Most of the students were accountable about their answere. ➢ The students could be more confidence in sharring ideas. ➢ Most of the students could do the assigments easily.
	2nd Meeting	➢ Most of the students were active in the learning group. ➢ Most of the students enjoyed the new learning strategy. ➢ Most of the students could be more accountable about their answere. ➢ Most of the students were confidence in sharing their ideas to the other. ➢ Most of the students could do the task easily.

Sekampung, March 2019

Observer,

Ratmini, S.Pd

KEMENTRIAN AGAMA REPUBLIK INDONESIA
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.idE-mail: iainmetro@metrouniv.ac.id

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

Nama : Maya Hardianingrum
NPM : 14121707
Jurusan/Fakultas : TBI
Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	15 nov 2018	V		- Revisi table of content bagian Chapter II - Revisi Chapter II	
2.	Senin 19 nov 2018	V		- Revisi table of content - Revisi chapter II - menjelaskan secara berurutan Argumentative writing Ability.	
3.	Rabu 21 nov 2018	V		- Revisi Retable of content bagian chapter II A.	
4.	Kamis 22 nov 2018	V		- Revisi table of content chapter II bagian A nomor 2, 3, 4 dan B, nomor 1 - Revisi chapter II	
5.	Senin 26 nov 2018.	V		- Revisi chapter II menambahkan The abilities to write argumentative, and the measurment. Pembimbing I: Acc disseminarkan	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama : Maya Hardianingrum
NPM : 14121707

Jurusan/Fakultas : TBI
Semester/TA : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Selasa 28/03/19	✓		Instrument test. Pembuatan dokerima	
2.	Rabu 29/03/19	✓		Acc dioperasikan	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Maya Hardianingrum
NPM : 14121707

Jurusan/Fakultas : TBI
Semester/TA : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
		✓	-	Revice daftar isi bagian bab 2 dan bab 3	
			-	Revice isi bab 2.	
			-	Revice bab 3.	
		✓	-	Revice bab 2 bagian procedures, -menambahkan principles of problem based learning.	
			-	Hypotesis	
			-	Acting.	
		✓	-	Acknowledgement	
			-	Conclution.	
				Perbaikan dikirim Ace dimungasahlan	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing I

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IAIN METRO

Nama : Maya Hardianingrum
NPM : 14121707
Jurusan/Fakultas : TBI
Semester/TA : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	Thursday 23/05/2019		✓	- Revise your abstract - Revise Chapter IV	
2	Thursday 20/06/2019		✓	Revise again	
3	Thursday 04/07/2019		✓	Acc and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing II

Syahreni Siregar, M.Pd
NIP. 19760814 200912 2 004

KEMENTRIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Maya Hardianingrum
NPM : 14121707
Jurusan/Fakultas : TBI
Semester/TA : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	Thursday 28/03/17		✓	Acc Research Instrument	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Pd
NIP. 19760814 200912 2 004

KEMENTRIAN AGAMA REPUBLIK INDONESIA
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Nama : Maya Hardianingrum
NPM : 14121707
Jurusan/Fakultas : TBI
Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	Thursday 20/09/18		✓	Revise chapter I - IV	
2	Thursday 03/10/18		✓	Show Reference	
3	Thursday 01/11/18		✓	Revise chapter II (enrich the theory) - The procedure of PBL	
4	Thursday 15/11/2018		✓	Acc and continue to the first Supervisor	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Pd
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-255/In.28/S/OT.01/05/2019

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Maya Hardianingrum
NPM	: 14121707
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121707.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 06 Mei 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : MAYA HARDIANINGRUM
NPM : 14121707
Fakultas : FTIK
Angkatan : 2014
Telah menyerahkan buku berjudul : Grammar Practice for Upper Intermediate Students

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : MAYA HARDIANINGRUM
NPM : 14121707
Fakultas : FTIK
Angkatan : 2014
Telah menyerahkan buku berjudul : Grammar Practice For Upper Intermediate Students.

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Cycle I Documentation (While Giving Treatment)

Post-Test I

DOCUMENTATION

Pre-Test

Cycle II Documentation (While Giving Treatment)

Post-Test II

CURRICULUM VITAE

The name of the researcher is MAYA HARDIANINGRUM. She was born in Sekampung, on April 24th 1996. She is the first daughter of Mr. Marino and Mrs. Winarsih. She has one younger brother. His name is Tio Hardianto. She lives in Sumbersari East Lampung.

She was enrolled her study in the Kindergarten of TK Ma'arif Sumbersari on 2001 and graduated on 2002. She continued her study at SDN 02 Sumbersari on 2001 until 2008. In line with her focus on the study, she continued her study at SMPN 01 Sekampung on 2008 and graduated on 2011. She decided to continue her study at SMAN 01 Sekampung and took Social 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.