IMPROVING STUDENTS NEWS ITEM TEXT WRITING SKILL BY IMPLEMENTING THE PROBLEM BASED LEARNING MODEL FOR CLASS XII P2 STUDENTS AT SMK PGRI 5 DENPASAR

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ABSTRAK

Bahasa Inggris telah diakui sebagai bahasa penting di banyak negara lain di dunia dan digunakan untuk tujuan akademis, penelitian, komunikasi, bisnis dan resmi. Para siswa di kelas XII P 2 mencoba untuk memiliki kompetensi dalam keterampilan bahasa Inggris khususnya keterampilan menulis; menjadi lebih penting karena digunakan untuk evaluasi proses akademik mereka. Tetapi mereka merasa kesulitan untuk memperoleh kompetensi karena banyak alasan; metode pengajaran konvensional digunakan sebagai salah satu penyebabnya. Metode pedagogi baru seperti Pembelajaran Berbasis Masalah perlu diujicobakan dalam situasi seperti yang telah terbukti sebagai pedagogi yang berhasil dalam banyak konteks di seluruh dunia. PBL sebagai pedagogi adalah metode belajar-mengajar di mana siswa bekerja di lingkungan kelas yang berpusat pada peserta didik dalam kelompok-kelompok kecil yang terdiri dari 4-5 orang yang menghadapi masalah otentik yang diberikan oleh guru dan menemukan solusinya dengan berdiskusi di antara mereka sendiri pada umumnya dalam tiga pertemuan kelas. Mereka lebih banyak bekerja di rumah dengan belajar dan mencari solusinya. Tujuan dari penelitian ini adalah untuk mengetahui apakah Problem Based Learning (PBL) meningkatkan keterampilan menulis teks News Item siswa kelas XII P2 SMK Pgri 5 Denpasar dan untuk melihat efektivitas PBL dibandingkan dengan metode ceramah konvensional. Penelitian dilakukan dengan menggunakan desain eksperimen kelompok kontrol pretest-posttest dengan 36 siswa dan data dianalisis dengan menggunakan pre-test dan posttest. Hasil penelitian menunjukkan skor rata-rata pre-tes adalah 72,01, setelah diajarkan melalui kelompok diskusi poster skor rata-rata pada siklus I adalah 81,83 dan siklus II adalah 86,16. Temuan penelitian menunjukkan bahwa PBL merupakan pedagogi yang lebih efektif daripada metode ceramah konvensional untuk meningkatkan keterampilan menulis bahasa Inggris siswa Kelas XII P2.

Kata Kunci: Teks News Item, Project-based Learning, Keterampilan Menulis

ABSTRACT

English has been recognized as important language in many other counties of the world and used for academic, research, communication, business and official purposes. The students at XII P 2 class try to have competency in English language skills particularly writing skill; being more important as used for evaluation of their academic proces. But they feel difficulty to acquire competency because of many reasons; the conventional teaching method being used

as one of the causes. New pedagogical methods like Problem Based Learning need to be experimented in situations as it has been proved a successful pedagogy in many contexts around the world. PBL as pedagogy is a teaching-learning method where students work in learner-centered classroom environment in small groups of 4-5 confronting the authentic problems given by the teacher and find their solutions by discussing among themselves generally in three class meetings. They work more at home by studying and searching for the solutions. The purpose of this study is to find out whether Problem Based Learning (PBL) improves the writing skills on News Item text of XII P2 grade students of SMK Pgri 5 Denpasar and to see effectiveness of PBL in comparison of that of conventional lecture method. The study was conducted by using pretest-posttest control group experimental design with the 36 students and data were analyzed by employing pre-test and posttest. The result of the research showed the mean score of pre-tes was 72,01, after being taught through poster discussion goup the mean score at cycle I was 81,83 and cycle II was 86,16. The findings showed that PBL was more effective pedagogy than conventional lecture method for improving English writing skill of Class XII P2 students.

Keywords: News Item Text, Project-based Learning, Writing Skill

Introduction

English has been recognized as an important language because it is wider as a medium teaching, knowledge, research and social status in world. People consider it important to a better future, and strive to achieve it competence in the field of communication. Despite all this, student at all levels and classes face difficulties to use it for academic and daily purposes. The difficulty is twofold Class XII P 2 students specifically for their writing communication for a number of reasons; English becomes a second language for them and it's difficult. Conventional lecture methods only emphasize usage language rather than its use for writing. In most cases, class XII P2 students learn English only at school and have the rare opportunity to use it in their home. They depend on rote learning and reproducing in exams what they have previously memorized; freedom of expression is rare in their real academic life. Writing skills are the skills you use to write effectively and succinctly. A good writer is someone who can communicate their point to their audience without using too much fluff and in a way that the other person can understand. Writing skills don't just include the physical act of writing.Even though there are many teachers and researchers have tried new methods and techniques to improve the situation, yet there is lot more to do in this case. Problem Based Learning has been experimented as pedagogy in various disciplines and recognized as effective and inovative teaching-learning method. Diferent with many conventional methods in this students for effective learning through discussing and finding solutions of problems among themselves.

The difficulties of stundents for communication in English writing on the one hand, and PBL's success stories on the other made the researchers to brave for experimentation with PBL and to see the effect of PBL on XII P2 grade students' English writing skill. Margetson (in Rusman, 2010: 100) said that the Model (Problem Based Learning) helps to improve the development of learning skills in open, reflective, critical thinking patterns and active learning, as well as facilitating successful problem solving, communication, group work and skills. interpersonal skills better than other models. In this learning model, the teacher's role is to pose various problems, ask questions, and facilitate investigation and dialogue. In this way, students are trained in critical and thorough thinking. Sonmez & Lee. (2003) Problem based learning has potential to arise curiosit in the learners as were of the view that "PBL is an instructional approach that challenges learners to seek solutions to real world (openended)

problems by themselves or in groups, PBL engages learners in developing skills as self-directed learners." in PBL They are required to find the solution of that problem by working in small groups of 4-5 each. Being a student-centered approach, the teacher's role is minimized to a guide and facilitator only; the students perform all the tasks. The class is divided into small groups of 4-5 each some authentic and useful real life problems are presented before the class that should be according to them levels and interests.

The solution of the problem is sought and found generally in three class meetings. The students discuss and agree upon its nature, study and tools required for solution in the first meeting and pursue it after the class by studying the matter at home. The second meeting ends after more discussion clarifying and narrowing down their focus is to find the solutions to the problem and need for more study, followed by more work at home and writing down the possible solutions. The third meeting aims for sharing of their solutions, discussing and debating more for final agreement in the groups and presenting the solution before the whole class for discussion, agreement for most appropriate solution and writing it accordingly.

Methods

Classroom Action Research (PTK) is intended to improve the teaching and learning process expected to come up with the improvement of learning outcome. Classroom action research is a research consisting of 4 steps, namely, planning, action, observation, and reflection. Classroom action research is carried out by teachers on problems in their own classrooms. It is meant primarily to improve the teacher-researcher's own teaching process and is done based on a cycle of investigation, action and re-investigation by two or more collaborating teachers. Action research conducted after systematic reviews for the problems. Lewin stated two main ideas of action research; 1) shared decision; and 2) commitment to improve or enhance work performance (Baskoro Adi Prayitno: 2008). Action Research is a reflective process from a progressive problem solving conducted by individuals collaborated with others, or being a part of "practitioner's community" which struggle to improve something or solve any problems.

Results and Discussion

Writing skills include all the knowledge and abilities related to expressing ideas through the written word. The ability to clearly communicate ideas through writing is in high demand in any industry and sectore in era 4.0. Readers' efforts in comprehending reading content may be classed into literal, interpretative, critical, and creative understanding, as well as linking
information and learning new knowledge. In this part elaborates on the study's results on implementing project-based learning to improve students' writing skills. The subjects in this research were 36 students from class XII P 2 at Smk Pgri 5 Denpasar. The object of this research is students' writing ability on News item material for class XII P 2 Smk Pgri 5 Denpasar.

In the pre-test providing learning about News Item texts, the researcher conducted a test to measure students' understanding KKM standard of 84. The test was carried out on 36 class XII P 2 students, and the results showed that only 4 students or around 11,11% succeeded in achieving KKM, while 32 students or 88, 89% have not got it. Analysis of this data concludes that students' understanding of news item texts still a low level. The percentage diagram of student completion in the pre-test phase can be seen in the table.

Tabel 4.1. Skor Keterampilan Menulis teks News item Siswa Kelas XII P 2 SMK PGRI 5 Denpasar pada Refleksi Awal (pre-test)

Nomo	NIS	Nama Siswa	Aspek yang	Nilai Refleksi Awal

r Absen			dinilai		
			1	2	
1	6651	ADI WIRANATA I KOMANG	35	37	72
2	6564	AGUS BUDIARTA GEDE	38	37	75
3	6577	AGUS YUDA SAPUTRA I PUTU	30	32	62
4	6579	AGUSTINI NI KETUT AYU	39	36	75
5	6606	ARI KESUMA TIRTAYASA DEWA GEDE	34	40	74
6	6612	ARIANA I KADEK	26	39	65
7	6613	ARIANA I PUTU	39	36	75
8	6621	ARNATA I PUTU	36	33	70
9	6623	ARTA BAWA I GUSTI AGUNG KETUT	43	41	84
10	6629	ARYA PRATAMA ADI GUPTA GEDE	34	36	70
11	6649	CANDRA ADI GUNA I KADEK	29	31	60
12	6656	DANANDRA PRANA LESMANA PUTU GEDE	39	36	75
13	6665	DESI WAHYUNI NI KOMANG	41	43	74
14	6704	EKA WIDIANTI PUTU	35	39	74
15	6725	FITRIA KUSUSMA DEWI A.A. MADE	39	36	75
16	6742	INDRAWAN DARMA YUSA PUTU	40	35	75
17	6763	JUNIARTHA I KADEK	34	40	74
18	6781	LIDYA RATNA DEWANTI NI WAYAN	38	37	75
19	6787	MARCEL LEO PITOY	29	31	60
20	6789	MARDI YASA I KOMANG	38	37	75

21	6795	MEILINA PRATIWI NI KETUT	35	37	72
22	6796	MEIYANI NITISWARI NI LUH PUTU	35	39	74
23	6799	MERTA YASA I MADE	30	34	64
24	6801	MERTAYASA I KOMANG	39	35	74
25	6806	MUHAMAD DENI ARIANTO	32	33	65
26	6822	NONIK NOVIANINGSIH NI LUH	35	35	70
27	6837	PANDU KRISDIDADI SUDARSONO	43	41	84
28	6844	PURNAMA MERTHA DEWI KOMANG	35	37	72
29	6855	PUTRI PADNYANI NI KADEK	39	35	74
30	6857	PUTRI SRIANTINI NI KOMANG	36	38	74
31	6858	RAMA DITYA WARDANA I KOMAG	32	33	65
32	6862	RATNA DEWI DESAK MADE	42	42	84
33	6877	RUDIATMIKA I MADE	30	30	60
34	6886	SEKAR JAYANTI NI PUTU AYU	40	44	84
35	6887	SELLY AGUSTIN NI KADE	35	39	74
36	6892	SRI MARTINI NI KADEK	32	33	65

Jumlah : 2.594

Rata-rata : 72,05

Description of aspects assessed:

1. News Structure
2. News on Linguistic Rules

Researchers assume that the low learning by various problems, including the lack of innovative learning methods used, or other factors that can influence students' attention in learning, so that learning activities, which should be the core of the activity, are often disrupted by problems that affect it. For the solution, the researcher then applying the Problem Based Learning (PBL) for innovative model learning. After researcher using the project-based learning model, the students improved their ability to create a news item text in cycle I. The results cycle I showed that only 26 students or around 72,22% succeeded in achieving KKM, while 10 students or 27,78% still under KKM. The percentage diagram of student completion in the post test cycle I phase can be seen in the table.

Tabel 4.2. Skor Keterampilan Menulis News item Siswa Kelas XII P 2 SMK PGRI 5 Denpasar Siklus I

Nomor Absen	NIS	Nama Siswa	Aspek yang dinilai		Nilai Siklus I
			1	2	

No	Kode	Nama				
1	6651	ADI WIRANATA I KOMANG	40	44	84	
2	6564	AGUS BUDIARTA GEDE	45	40	85	
3	6577	AGUS YUDA SAPUTRA I PUTU	35	37	72	
4	6579	AGUSTINI NI KETUT AYU	45	40	85	
5	6606	ARI KESUMA TIRTAYASA DEWA GEDE	41	43	84	
6	6612	ARIANA I KADEK	36	39	75	
7	6613	ARIANA I PUTU	43	42	85	
8	6621	ARNATA I PUTU	36	44	80	
9	6623	ARTA BAWA I GUSTI AGUNG KETUT	43	41	84	
10	6629	ARYA PRATAMA ADI GUPTA GEDE	37	43	80	
11	6649	CANDRA ADI GUNA I KADEK	33	37	70	
12	6656	DANANDRA PRANA LESMANA PUTU GEDE	43	42	85	
13	6665	DESI WAHYUNI NI KOMANG	41	43	84	
14	6704	EKA WIDIANTI PUTU	40	44	84	
15	6725	FITRIA KUSUSMA DEWI A.A. MADE	45	40	85	
16	6742	INDRAWAN DARMA YUSA PUTU	42	43	85	
17	6763	JUNIARTHA I KADEK	43	41	84	
18	6781	LIDYA RATNA DEWANTI NI WAYAN	43	42	85	
19	6787	MARCEL LEO PITOY	35	35	70	
20	6789	MARDI YASA I KOMANG	41	44	85	
21	6795	MEILINA PRATIWI NI KETUT	43	42	85	
22	6796	MEIYANI NITISWARI NI LUH PUTU	44	40	84	
23	6799	MERTA YASA I MADE	35	39	74	
24	6801	MERTAYASA I KOMANG	42	42	84	
25	6806	MUHAMAD DENI ARIANTO	40	35	75	
26	6822	NONIK NOVIANINGSIH NI LUH	35	45	80	
27	6837	PANDU KRISDIDADI SUDARSONO	45	40	85	

28	6844	PURNAMA MERTHA DEWI KOMANG	41	43	84
29	6855	PUTRI PADNYANI NI KADEK	42	42	84
30	6857	PUTRI SRIANTINI NI KOMANG	43	41	84
31	6858	RAMA DITYA WARDANA I KOMAG	32	43	75
32	6862	RATNA DEWI DESAK MADE	43	41	84
33	6877	RUDIATMIKA I MADE	40	44	84
34	6886	SEKAR JAYANTI NI PUTU AYU	42	43	85
35	6887	SELLY AGUSTIN NI KADE	40	40	84
36	6892	SRI MARTINI NI KADEK	41	43	84

Jumlah : 2946

Rata-rata : 81,83

Description of aspects assessed:

1. News Structure

2. News on Linguistic Rules

The lowest score obtained by students was 70 and the highest score was 85. The average class that could be achieved in first cycle was 81.83. The average score of these students has increased compared to the average score of students before the action was implemented, namely 72.05. Thats way, it can be concluded that the news writing skills of class XII P 2 students at SMK PGRI 5 Denpasar are more than adequate. Classical completeness in cycle I has not been achieved because the classical completeness requirement is 85%, but at this stage it has only reached 72.22%.

Based on the results of this reflection, modifications will be made to the actions in cycle II, including modifications to the learning steps, namely during review activities as well as assessment activities. And researchers will use examples of learning videos about the steps for writing news items completed with examples of news items. Based on these considerations, the teacher (researcher) hopes the students will understand about the news items that will be used as learning material, so that they can obtain optimal results.

After modifications assessment activities and used video for help students in learning process, that's make the students improved their ability to create a news item text in cycle II. The results cycle II showed that all 36 students or 100% succeeded in achieving KKM. The percentage diagram of student completion in the post test cycle II phase can be seen in the table.

Tabel 4.3. Skor Keterampilan Menulis News item Siswa Kelas XII P 2 SMK PGRI 5 Denpasar Siklus II

Nomor Absen	NIS	Nama Siswa	Aspek yang dinilai		Nilai Siklus II
			1	2	
1	6651	ADIWIRANATA I KOMANG	42	44	86

2	6564	AGUS BUDIARTA GEDE	43	44	87
3	6577	AGUS YUDA SAPUTRA I PUTU	45	40	85
4	6579	AGUSTINI NI KETUT AYU	45	42	87
5	6606	ARI KESUMA TIRTAYASA DEWA GEDE	42	43	85
6	6612	ARIANA I KADEK	42	44	86
7	6613	ARIANA I PUTU	44	42	86
8	6621	ARNATA I PUTU	42	43	85
9	6623	ARTA BAWA I GUSTI AGUNG KETUT	43	42	85
10	6629	ARYA PRATAMA ADI GUPTA GEDE	42	43	85
11	6649	CANDRA ADI GUNA I KADEK	42	43	85
12	6656	DANANDRA PRANA LESMANA PUTU GEDE	44	42	86
13	6665	DESI WAHYUNI NI KOMANG	42	43	85
14	6704	EKA WIDIANTI PUTU	40	45	85
15	6725	FITRIA KUSUSMA DEWI A.A. MADE	45	42	87
16	6742	INDRAWAN DARMA YUSA PUTU	43	43	86
17	6763	JUNIARTHA I KADEK	43	42	85
18	6781	LIDYA RATNA DEWANTI NI WAYAN	44	45	89
19	6787	MARCEL LEO PITOY	42	44	86
20	6789	MARDI YASA I KOMANG	44	44	88
21	6795	MEILINA PRATIWI NI KETUT	43	45	88
22	6796	MEIYANI NITISWARI NI LUH PUTU	43	42	85
23	6799	MERTA YASA I MADE	42	43	85
24	6801	MERTAYASA I KOMANG	43	42	85
25	6806	MUHAMAD DENI ARIANTO	42	45	87
26	6822	NONIK NOVIANINGSIH NI LUH	43	42	85
27	6837	PANDU KRISDIDADI SUDARSONO	45	45	90
28	6844	PURNAMA MERTHA DEWI KOMANG	42	45	87

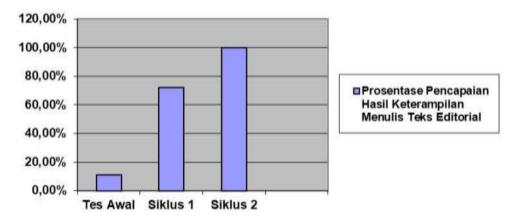|					
29	6855	PUTRI PADNYANI NI KADEK	44	44	88
30	6857	PUTRI SRIANTINI NI KOMANG	43	42	85
31	6858	RAMA DITYA WARDANA I KOMAG	44	42	86
32	6862	RATNA DEWI DESAK MADE	42	44	86
33	6877	RUDIATMIKA I MADE	44	44	88
34	6886	SEKAR JAYANTI NI PUTU AYU	43	44	87
35	6887	SELLY AGUSTIN NI KADE	42	44	86
36	6892	SRI MARTINI NI KADEK	42	43	85

Jumlah : 3.102

Rata-rata : 86,16

Description of aspects assessed:

1. News Structure

2. News on Linguistic Rules

The data show an increase in the average student score, namely 85.41, compared to the average student score in cycle I, namely 86.16. In cycle I classical completeness has only reached 75%, while in cycle II classical completeness has reached 100 %. As explained previously, this research can be said to be successful and can be stopped if 75% of students get a score above 84. This means that the application of the Problem Based Learning model to improve news item writing skills can be said to be successful because 100% of students got a score of 84 to on. Thus, research using the Problem Based Learning learning model to improve news item writing skills can be stopped and there is no need to carry out further cycles.

Grafik 4.1 Pencapaian Hasil Keterampilan Menulis News item Siswa pada Tes Awal, Siklus I dan Siklus II

Conclusion

The results of the study showed that PBL more effective than conventional lecture method for teaching English writing skills to the XII P2 students. The study is supported by the similar results found by Sojisirikul and Siriyothin (2010) leading to the conclusion that PBL was more effective as pedagogy for teaching English to undergraduates. Found effectiveness of PBL in promoting knowledge acquisition and retention in the subject of biochemistry. PBL effective for learning Economics. Made empirical and quasiexperimental

studies and concluded that generally the effect of PBL remains different according to the levels of the knowledge structure being measured. PBL had the most positive effects when the focal constructs become assessed were at the level of understanding the principles that link concepts, the second level of knowledge structure. It is recommended that PBL may be applied for teaching English writing skills of XII P2 students. the teachers, educational leaders and policy makers may arrange and facilitate for PBL's implementation, and the curriculum designers may include PBL as part of teachers. From the two learning cycles that have been implemented, it can be concluded that changes in learning strategies have had a significant positive impact. The increase in student achievement from cycle 1 to cycle 2 reflects the success of the learning model implemented.

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