CHAPTER 1

BACKGROUND

1.1 Background of the Study

Language is a tool of communication used by human being to communicate and interact with each other. Language has important role in human life, both in written and spoken. By a language, they are able to express their feelings, thinking, opinion, and ideas.

English as an international language is important for human's life because it becomes a bridge between countries in the world to interact so that in this modern era people are supposed to learn English in order to face the challenges of life. English can be used in many aspects of human life such as in education, business, politics, tourism, and technology. English is a subject which teach at the school in many countries. One of the countries that learn English as subject is Indonesia.

Teaching English in Indonesia starts from playgroup, primary school, junior high school, senior high school up to university level. Teaching English as a foreign language as well as mother tongue from childhood, everyone learn how to pronounce a word and get the meaning of every word. The English curriculum in primary school until senior high school using *Kurikulum Tingkat SatuanPendidikan*(KTSP). There are four basic skills in teaching English, namely writing, listening, speaking and reading that should be achieved by students who learn English.

Teaching writing is an activity that do in school. Teaching writing is also as an activity where the students can share or deliver their experience, feelings, thinking or idea by using written text. The purpose of teaching writing is to develop students skill in writing English effectively. In writing, students also have to understand some types of genre with various

purposes of communication. In teaching writing, there are so many kinds of genres. They are: Recount, Descriptive, Procedure, Narrative, News Item, Anecdote, Explanation, Discussion, Exposition, Report, Review, and Spoof. Each genre has its own social function, difficulties, generic structure, and language feature.

Recount text is one of kinds of the text in English writing. In recount text there are some information about what happened, and when happened in life. Recount text refers to text which retells chronological activities in the past usually from researchers' personal interpretation.

Based on the writer's experience when she was Teaching Practice Program /*PraktekPengenalanLapangan* (PPL) at SMP N 37 Medan, the writer found out that many students were lazy to write the text. Especially in writing recount text. The students did know how to express their idea, some of the students did not even have any idea. They were still confused how to start writing and they could not arrange the sentence into good paragraph. Another problem is that the students' were lack vocabulary and it made them unable to choose or use appropriate words in their writing. The teacher began to teach by asking the students about the material from the last meeting. Then, the teacher gave an explanation and exercises. After that, she asked the students to read a text and wrote the text. So they are bored easily and they are not interested in writing seriously.

Sage and Torp(1946:24) states problem based learning is focused, experiential learning (minds-on, hands-on) organized around the investigation and resolution of messy, real-world problems.

Based on the background of the study, the writer will conduct a study titled " Improving the ability of writing recount text by using Problem Based Learning of 9th grade students at SMP N 37 Medan".

1.2 The Problem of the Study

Based on the statement above, the writer would like to formulate the problem for the study as below" Does problem based learning improve the ability of writing recount text of 9th grade students at SMP N 37 Medan"?

1.3 The Objective of the Study

The objective of this study is to find out whether problem based learning improves the ability of writing recount text of 9th grade students at SMP N 37 Medan.

1.4 The Scope of the Study

There are many models in learning teaching writing namely :Model Text Deconstruction Process (MTDP), Cooperative Learning (CL), Cooperative Integrated Reading and Composition (CIRC), Students Team Achievement Divisions (STAD), and Problem Based Learning (PBL). The writer only focus on Problem Based Learning. So the scope of this research limited only on writing recount text at 9th grade in Problem Based Learning.

1.5 The Significances of the Study

a. **Theoretically**

1. The result of this study can be used as a new perspective for teaching writing recount text by using Problem Based Learning model.

2. Problem Based Learning can be an alternative in teaching model writing recount text.

b. **Practically**

1. For the writers

This research can helps the writer to understand how to write recount text and also can enrich the writers' knowledge about writing recount text by using Problem Based Learning.

2. For the students in English Department

    The result of the research can enrich their knowledge about writing recount text and it will be easier the students to have mastery about recount text.

3. For the English teacher

    The teacher improve their teaching model in writing recount text and the teacher also can be as a competent, creative, patient, and critical English teacher.

BAB II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are needed to explain some related concepts or terms apply in the research concern. Some concepts and terms are used in this study and they are needed to be theoretically explained to avoid misunderstanding. In the following part, the theoretical elaboration on term used will be clarified and explanation so that more be easy to understand.

2.2 Language

Language is very important tool of communication use to communicate. Language is a system of communication: it can be spoken and written and it can be understand and that is use everywhere. These definition of language according to some authors. Because of that reason, people have their own definition about it.

Siahaan and Shinoda (2008:1) states " language is a set of rules used by human as a tool of their communication. The use of the language is governed by the conventional rules shared by the speakers of the language.

Jain and Patel in Edward quotes (2008:36) say "language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols.

Knapp & Watkins (2005:30) say language is always produced exchanged or received as text: that is, language as a system of communication is organized as cohesive unit as called as text.

Based on the explanations above the writer defines " language is a tool of communicate between people to express their personal reactions to situation, to share the culture , ideas , and knowledge.

2.3 English

English as an international language also has its own definition in each country. It makes some authors defined English as the needs of the particular place. Jain and Patel (2008:15) stated English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. It is spoken all over the world.

According to Dudeney and Hockly (2010:1)"one of the interesting things about English as a global language is that it is increasingly being used as a "lingua franca" (or common language) so that people from non English- speaking countries can communicate with those who do speak English…Knowing some English is becoming increasingly important in today's global word.

The writer summarizes them that English in the world as the common, and teaching English in Indonesia needed some basic skills i.e listening, reading, speaking, and writing.

2.4 Writing

Writing is the one of four skills that is so important in learning language that is used to communicate. Writing is useful to send information, idea, suggestion or news to the others although they are in difference place. Some people also use writing to express what they are feeling or opinion about something by written text. According to Harmer (2004:33)" writing is frequently useful as preparation for some other activities, in particular when students write sentences as preamble to discussion activities". It gives students time to think their ideas rather than having to come up with instant opinions. Students even consult dictionaries, grammar books, and other reference material to help them in writing.

Siahaan and Shinoda (2008:2) state that writing is the productive language skill.Stott and Avery (2001:235) state writing is the one way of making meaning from experience for ourselves and for other. Good writing begins with understand how to construct and use effective sentences and paragraphs.

For all the definitions above, the writer summarizes that writing is ability or skill of English about decoding ideas, interest or feeling in writer codes to communicate with the readers

without pressure and to explore experience. It can be expressed in form of essay a paragraph, a letter, a short story ant etc. It can support their learning master language.

2.4.1 Process of Writing

Writing is the one important skill which has special function in human life. To make a good paragraph of writing, someone not only needs a good idea to complete their writing but also more than just an idea and the process of writing considers the value of writing. According to Harmer (2004:4) there are four elements in process of writing :

1.Planning

It is the first step in writing in which the writers plan what they are going to write. In this process, the writer have to think about three main issues, they are purpose, audience (reader), and content structure. In the first place writer have to consider the purpose of their writing since thus will influence not only the type of the text, but also the language use, and the information they choose to include. Secondly, the readers the writers are writing for, since this will not only influence the shape of the writing, but also the choice of language whether it is formal or informal language. Thirdly, content structures of pieces, that is how best sequence the facts,ideas, or arguments which the writer decided to include.

2.Drafting

It is the way of the writer pits down his or her ideas into words. Drafting is often done on the assumption that the text will be amended later. As the writing process proceeds into editing, a number of drafts may be produced to the way of final version.

3. Editing (reflecting and revising)

Once writer has produced a draft they then, usually,read through what they have written to see where it works and where it doesn't. Perhaps the order of information is not clear. Perhaps

the way something is written is ambiguous or confusing. They may then move paragraph around or write a new introduction. They may use a different form of words a particular sentence.More skilled writers tend to look at issues of general meaning and overall structure before concreting on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in process.

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final version

Once writers have edited their draft, making the changes they consider to be necessary they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

2.4.2 Writing Skill

Writing skills are an important part of communication. Good writing skills allow the students to communicate their message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

According to Hyland (2002:24), good writing is that discovered combination of words which allows a person the integrity to dominate his subject with a pattern both fresh and original. When students learn how to write, they can put their thoughts down in a journal, write a letter to a friend, and create a story that comes from their imagination. While there are basic rules and formats to follow when learning how to write, writing can also be creative and imaginative. They

can compose more extensive pieces where they have a chance to write it, read, review and revise it.

Good writing is the result of much practice and hard work. This fact should encourage students: it means that the ability to write well is not a gift that some students are born with, not a privilege extended to only a few.

2.4.3 Teaching of Writing

The teaching is a big challenge for teachers. They must be creative in choosing good approaches. Considering the writing process, it seems difficult to teach writing. Harmer (2004:11) states that many traditional approaches failed to apply writing process in teaching writing. For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students' attention was directed to what rather than how of text construction.

A teacher should encourage and guide the students to explore and develop their creativity in writing. A teacher also gives freedom to students to express their ideas, involves and provides them with enough language and information to allow them to complete writing tasks or paragraph successfully.

2.5 Genres of Writing

Genre is kind of text which is describes the general of the text. There are some kinds of reading text such has: recount, descriptive, procedure, narrative, news item, anecdote, explanation, discussion, exposition, report, review, spoof, and commentary, etc.

2.5.1 Types of Genre

Genre can be recognized from three rhetorical structures. They are social function, generic structure, and lexica grammatical features. Genres differ in terms of their social purposes

for which members of a culture interact. They also differ with respects to the stages or schematic structure through which the social processes are achieved. The concept of genre as a goal – orient social process is a features of systematic functional linguistics.Therefore,text is creating an interaction by involving two sides (the addresser and addressee). There is no text without interaction.This implies that the creation of the text is call goal-orient where the addresser has an intention to convey to the addressee.However, the aim cannot be attained at the time.In one word,there are stages by which the aim is achieve.According to Pardiyono (2007 :33-313), Genre is divide into thirteen types. They are spoof, recount, report, exposition, news item, anecdote, narrative, procedure, description, discussion, explanation, commentary, and review.

1.Recount

Recount text is text which tells somebody about something especially that he/she has experience of a series of related events. In communication context, sometimes we would like to inform others about the past activities we did. These may range from personal, family, or other social activities or experiences. The way to describe such a past event is known as recount.A recount is retelling or recounting of an event or an experience or recount is a text that retell events or experiences in the past.

2. Description

Description is a type writing which describes something in detail in order to enable the readers to see, hear, feel, and touch it directly or involve themselves in the event.Descriptive text is one of texts that can help the students to construct their ideas into a text. In this text, the students can describe about someone or something based on factual fact in their life. The students can write the appearance of things that occupy space, whether they are object, people,

building, animals, or cities. Therefore, this text can help the students to explore their ideas into text.

3.Narrative

The genre of the text in this unit is narrative.The function of narrative is to amuse, entertain, and to deal or vicarious experience in different ways. In some cases, narratives are set in historical ones. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. Narrative text is a type of writing which tells an event or process chronologically in a certain time.

4.Procedure

Procedure text is a text which explained about how is the process should be done in a sequent step. Procedure text is communication context, either written or spoken someone often discusses and explain how something works and how something is done. Procedure writing text will show and explain us how works and how it is operated. The key word of this text is "what needs to be done? "or what should I do? or how something is done? or how something is works? or what to do next?

5.News Item

News Item is for informing newsworthy events of the day and other natural phenomena.To write a news item is not easy and simple the journalist by the convention generally follow the standard pattern of writing the news.

6.Anecdote

Anecdote is says that anecdote is a write English text in which the writer shares with the others can account of an unusual or amusing accident. In dailycontext, we often as unexpected or out of the dictionary, which can be told as action " stupid" or "ridiculous" or "funny".If we want

to tell other person about a stupid event, ridicule purpose to share us, or funny that purpose to share a sense (sharing), we can package that event in to a text is anecdote. To write an effective text the students write the topic first. The title or topic can be a phrase that tells an event to the reader. The next step students write the abstract or crisis which can be a question unusual. The function of the question is to make the reader become emotion and interest to share their ideas.

7.Explanation

Explanation is to describe the process involved in the information or working of an object or phenomena (explaining a process of information).The social function or purpose of the explanation genre is to explain the process involved in the information or working of natural or socialculture phenomena.

8.Discussion

Discussion is for offering viewpoints related to some socio-economic problems.It has changed the conventional way of delivering information through postall system. In short, in discussion genre, the information is presented in one side and against information or opinion is in the other side.Discussion is a text which presents a problematic discourse. This problem will be discussed from different points of view. This kind of the text is commonly found in philosophical, historic and social text.

9.Exposition

Exposition is to carry on an arguments or opinions about something things(for exposing arguments or opinions).It is used to present a logical argument from particular point of view.This genre will be often involve the writer comparing opposites points of view, analyzing the arguments and concluding with and overriding opinion or conclusive argument.

10.Report

Report is for providing information about natural or non naturalphenomena.The social function or communicative purpose of the genre based on report is to describe the way things are, with reference to arrange of natural,man-made and social phenomena in our environment.

11.Review

Review is for evaluating the quality of books and other works of art.Book review focuses on one book-legtext and briefly summaries its contents, identifying,its thesis or main arguments andestablishing the degree of success with which the author supports his or her claims.

12.Spoof

Spoof is known as a narrative text. It narrates a series of events. It introduces a number of characters.Spoof also means to deceive or hoax, and to make a good natured fun. Historically, the word spoof was used to a British comedian. He originally invented a game called spoof, which involve trickery and nonsense. Spoof is commonly written in a story. It is defined as a text which tells factual story that happened in the past time unpredictable and funny ending.

2.6 Recount Text

Recount text is one of genre of text. This text is one of the texts that have to be teach to Junior High School students. According to Dirgeyasa (2014:24), argues recount text is the retelling or recounting of an event or an experience or recount text is a text that retells events or experiences in the past. In recount text there are three kinds of recount, namely: Personal recount, factual recount, and imaginative recount. Recount text also has three that should be there in recount text. It is not similar to narrative genre. Narrative tends to be fiction while recount tells something real or factual in the past. The parts of recount text are social function, generic structure, and lexica grammatical features of recount.

1.   **Types of Recount**

Following are few types of writing that depend heavily on recount text:

1. Personal recount

    This usually retells an event that the writer was personally involved in.

2. Factual recount

    It records an incident, e.g. a science experiment, police report.

3. Imaginative recount

    It is a writing of an imaginary role and gives details of events, e.g. A day in the life of a pirate.

2.   Social Function of Recount Text

The goal of recount is to entertain of informing the reader, recount retell an event with a purpose to close readers. Beside that they share their past event to inform audience. Hyland (2009:87), Recounts 'tell what happened'. The purpose of a factual recount is todocument a series of events and evaluate their significance in some way. The purpose of the literary or story recount is to tell a sequence of eventsso that it entertains. The story recount has expressions of attitude andfeeling, usually made by the narrator about the events.

3.Generic Structure of Recount

1. Orientation; it introduces the participants, place and time.

2. Sequence of even; it tells what happen in what sequence or normal sequence

3. Re-orientation; it is optional. It indicates the closure of events.

4.Grammatical Features of Recount

1.Using simple past tense

2. Introducing specific participants: my friend, he ,etc.

3. Using action verb: spent, visited, decided, etc.

4. Using linking verb: were, was, etc.

5. Using chronological order: first, second, then, etc.

Table 2.1 The Generic Structure of Recount Text.

(Pardiyono 2007:69)

Orientation
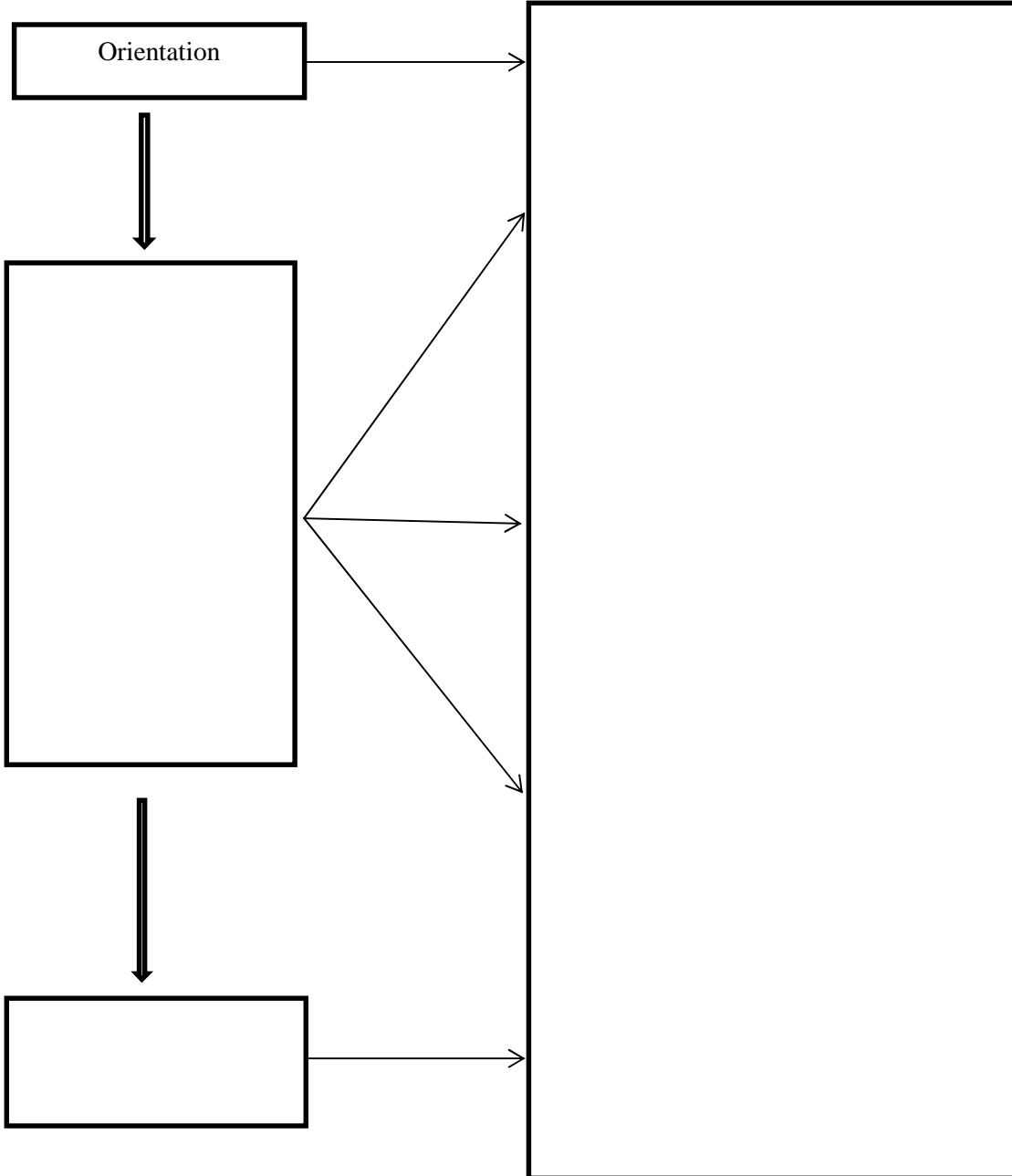
2.7 Models in Learning Teaching Writing

Frontier Schools (2008:6) states modeling the process of writing is critical. Students should be shown a variety of different forms and genres. Students also need time to practice these strategies, forms and genres to determine which ones best suit their individual style and writing needs. Teacher should also model revision based on criteria. There are many models in learning teaching writing will be explained:

1. Model Text Deconstruction Process (MTDP)

This approach is based on teacher's support as a resource for comparison and inferring insights about the appropriate form of the text. The teacher provides a model and the students deconstruct it in terms of words, grammar, styles, organization, and write again. The model provides a way to create something new because from a vacuum nothing emerges. This is good scaffolding that the learners need to step on to develop a necessary level of accuracy and satisfaction in writing. (gopal, journal of NELTA vol. 14 No 1-2 December 2009).

2. Cooperative Learning

Cooperative Learning is widely recognized as a pedagogical practice that promotes socialization and learning among students from pre-school through to tertiary level and across different subject domains. (Gilles,2016:1)

3. Cooperative Integrated Reading and Composition (CIRC)

One of the learning techniques based on cooperation and designed to develop reading, writing, and other language skills in upper grades of primary education.

According Steven and Slavin in Agustin (2013:3) "Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for teaching reading and writing in the upper elementary grades. Students work in four members cooperative learning teams. The students

engage in a series of activities with one another, including reading to one another, making predictions about how text will come out, summarizing stories or text to one another, writing responses and practicing spelling, decoding, and vocabulary.

4. Students Team Achievement Divisions (STAD)

One of the student team learning models developed by Robert Slavin. It has five basic components: forming heterogeneous learning teams, presenting content, team practice or concept development activities, assessing individual student mastery and calculating team improvement scores and recognizing team accomplishments. (Sunoko,2013)

5. Problem Based Learning (PBL)

Problem based learning is focused, experiential learning (minds-on, hands-on) organized around the investigation and resolution of messy, real-world problems. (Sage and Torp 1946:15)

2.8 Problem Based Learning (PBL)

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

Sage and Torp (1946:15) states Problem Based Learning is focused, experiential learning (minds-on, hands-on) organized around the investigation and resolution of messy, real-world problems.

According Simone (2014:2) "Problem Based Learning is a learner-centered pedagogical approach that affords learners (including prospective and certified teachers) opportunities to

engage in goal-directed inquiry. Learners also work independently to collect information they then bring back to the group as they resume their collective problem solving and subsequent reflection on both the issue at hand and the group's functioning. The teacher's role changes from one of primarily "telling" information to one that facilities thinking, reflecting, and collaborative inquiry, while content decisions are left up to the students.

Stanford University Newsletter on Teaching

In Problem Based Learning, the teacher present to students as a problem solver to work and decide their goal. This does not means that the teacher give the authority for making judgments regarding what might be important for students to learn but it will practice students responsibility and motivate them in learning. The teacher acts as a facilitator and mentor rather than a source of solution.

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

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

1) If the teacher was not only memorize their lesson, but also to master and understand it well.

2) If the teacher intends in increase the skill of the students' rational thinking, such as the ability in analyzing a situation, to apply their knowledge in a new situation, to know the difference between the fact and idea, and also increase the ability in making judgment objectively.

3) If the teacher wants the students to be able to solve a problem and make a challenge of the students intelligence.

4) If the teacher wants to motivate the students to understand the relationship between that they have studied and the reality in their life.

2.8.1 The Benefits of Problem Based Learning

Although problem based learning plays out differently as settings vary from primary to graduate classrooms, particular benefits surface at all levels. According Sage and Torp (1946:23) there are three benefits of Problem Based Learning namely:

1.   Problem Based Learning Increases Motivation

Problem Based Learning engages students in learning through the attraction or pull of problem dissonance or tension. The students take on more and delve deeper as students make a personal investment in the outcome of their inquiry.

2.   Problem Based Learning Higher-Order Thinking

Coupled with cognitive coaching strategies, the ill-structured problem scenario calls upon critical and creative thinking. Students gather information significant to the problem, assessing its credibility and validity. In bringing the problem to acceptable closure with evidence to support decisions, students are held to high benchmarks of thinking.

3.   Problem Based Learning Encourages Learning How to Learn

Problem Based Learning promotes metacognition and self-regulated learning. Students generate strategies for problem definition, information gathering, data analysis, and hypothesis building and testing.Then students share and compare those strategies with the strategies of other students and mentors.

2.8.2 The Characteristic of Problem Based Learning

There are three primary characteristic of Problem Based Learning based on Siregar in Amir (2008:6) namely :

1. Problem Based Learning is a set of learning activity

In Problem Based Learning there are some activities that should be done by students. The students are not expected to do traditional habits such as: taking note, listening to the teacher' explanation, remembering the material. The students are expected to think actively, communicate and find the conclusion.

2. All the activities in Problem Based Learning are tended to solve the Problem

Based Learning places a problem as a key of learning process. It implies that the learning process is nothing without a problem.

3. Problem Based Learning uses scientific thinking in solving the problem solving the problem, the students should think scientifically. Scientific means a process of thinking deductively and inductively. It should be passed by several steps and based on several facts.

2.8.3 The Procedure of Problem Based Learning

According to Siregar in Amir (2008:7), there are seven steps in Problem Based Learning namely:

1. Clarifying and agreeing on terms and concepts that are unclear

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

example: the teacher gives the text to the students and then made the students

understand about the concept of the problem.

2. Formulating the problem

It means that the step which the students determine the problem will be solved.

The teacher can start discussion of general topic that related to daily activities

after introduces the general topic ,the teacher gives the problem to students.

3. Analyzing the problem

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

4. Formulating Hypothesis

It is a step which the students formulate same solutions on their knowledge. The ability of students expected in this step is decision about the causes and effect to solve the problem.

5. Collecting Data

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

6. Evaluating the Hypothesis

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

7. Formulating the Recommendation of Problem Solving

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

2.9 Previous Research

In this part, the writer states other studies which are relevant in this study that will aid the writer's point of view in doing in this study. This study had been done by Sage and Torp in their book Problem as Possibilities: Problem Based Learning for K-16 Education.

Another previous research is journal of Siregar, N.S (2016) the title of the journal is "Improving students' achievement in writing narrative text through problem based learning". She is found that the achievement of Problem Based Learning models can improve writing narrative text.

Another previous research is journal of Simone (2014) the title of journal is "Problem Based Learning in Teacher Education: Trajectories of Change". She is found that problem based learning can be instrumental in equipping teachers to meet these demands and frameworks for implementing problem based learning that move away from the traditional medicals models and better responds to the demands of teacher education are discussed.
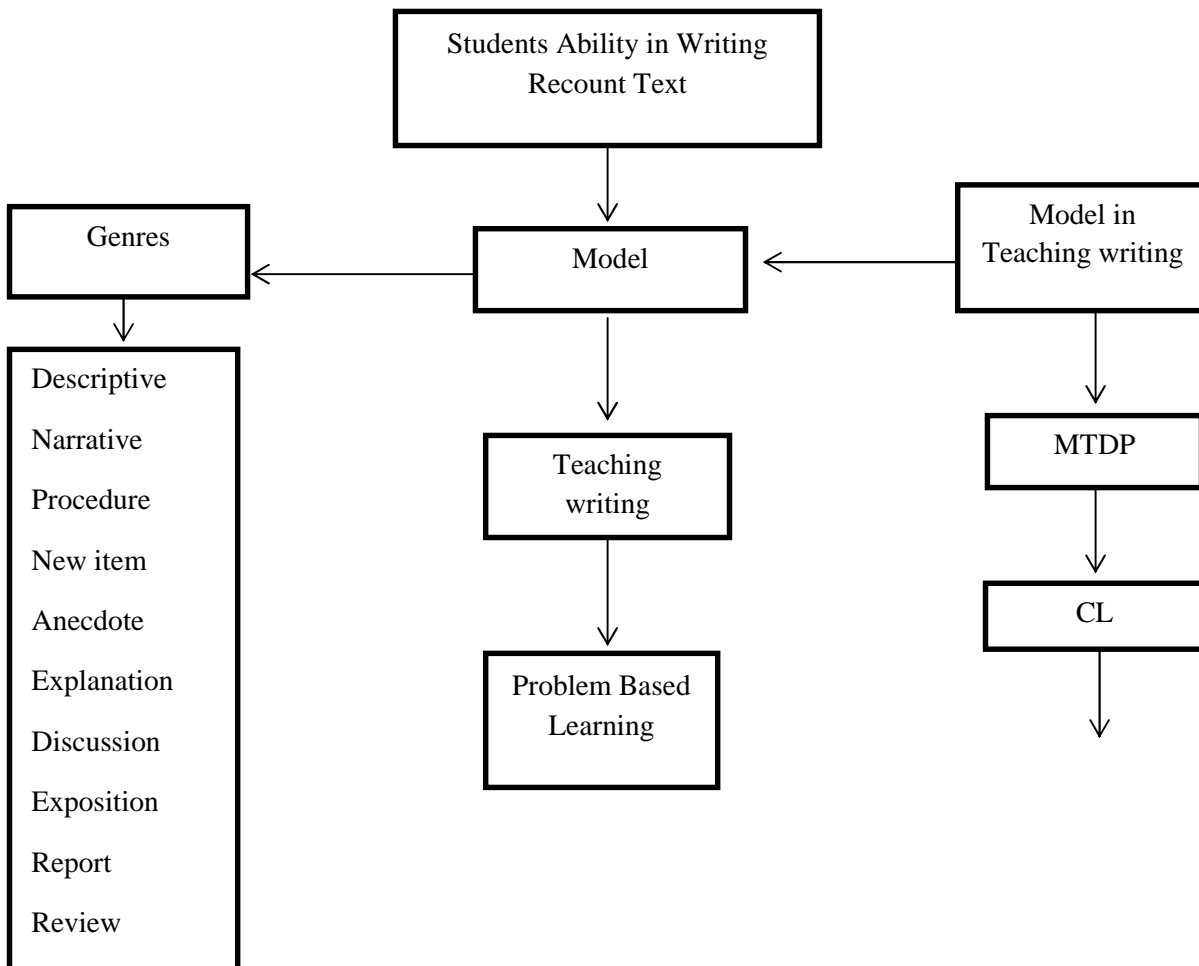
2.10 Conceptual Framework

Writing is the process of communication that introduces graphic symbols such as word, phrase, and sentence later formed become good paragraph that convey a message to the readers. Writing as one of the productive skill need more practice than cognitive process that needs exercises to be expert in writing that text especially in writing recount text. Recount text as kinds of writing also needs practice and more detail information about orientation, event, and re-orientation.

One of the ways to teach writing recount text is by Problem Based Learning. Problem Based Learning is focused, experiential learning (minds-on, hands-on) organized around the

investigation and resolution of messy, real-world problems. They can give their own words, ideas, and opinion. The use of problem based learning can create an active class. It also improves the motivation of the students to be more creative and active.

Many students get difficulties in writing recount text. There four by applying this model, it is hoped that the students will find easier to writing the text and their writing ability become proved. Because of filling out the problem based learning, the students will find that writing recount text is not difficult activity anymore, but interesting one. Thus, based on the explanation it can be concluded that problem based learning model is more effective to improve students' writing ability.
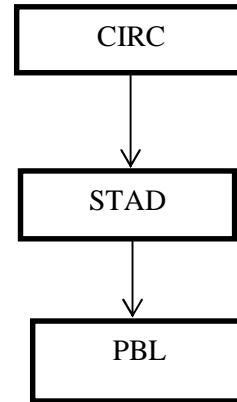
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┌─────────────────────────┐
│ Students Ability in Writing │
│      Recount Text        │
└─────────────────────────┘
            │
            ▼
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│  Genres  │◄──│  Model   │◄──│     Model in      │
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│ Descriptive │ │ Teaching │      ┌──────────┐
│ Narrative   │ │ writing  │      │   MTDP   │
│ Procedure   │ └──────────┘      └──────────┘
│ New item    │       │                │
│ Anecdote    │       ▼                ▼
│ Explanation │ ┌──────────────┐  ┌──────────┐
│ Discussion  │ │ Problem Based │  │    CL    │
│ Exposition  │ │   Learning   │  └──────────┘
│ Report      │ └──────────────┘       │
│ Review      │                        ▼
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│ 1. Personal recount  │
│ 2.Factual recount    │
│ 3.Imaginative recount │
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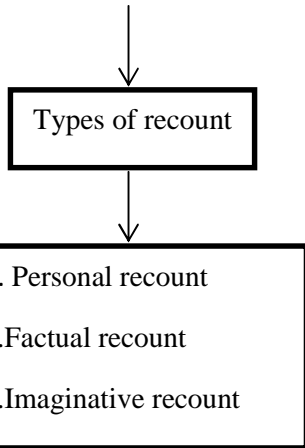
Figure 2.1. The Conceptual Framework of Improving the Ability Writing of Recount Text by

Using Problem Based Learning (Simanungkalit.T:2018)

CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

This study would be conducted by using Classroom Action Research. The aim of research was to improve the quality of English teacher's performance in teaching learning process. According to Arikunto (2010:130), classroom action research is a study toward activities that are intentionally appeared and happened in a class. It includes the use of quantitative and qualitative design in this research. Classroom Action Research has two cycles.

There were four phases for each of cycles, namely: 1) Planning, 2) Action, 3) Observation, 4)Reflection. The reason of using this method is to solve the problem appeared in the class under the research.

3.2 Population and Sample

3.2.1 Population

The population include all elements that meet certain criteria for inclusion in a study. Arikunto (2010:173), stated that "*populasiadalahkeseluruhansubjek, apabilaseseoranginginmenelitisemuaelemen yang adadalamwilayahpenelitian, makapenelitiannyamerupakanpenelitianpopulasi* " (population is a set of all elements processing one or more attributes of interest if someone want to observe all of the elements in the research area, so his research called population research).

The population of this research was the ninth grade of students SMP N 37 Medan. There were six classes. Total of students were 180 students'.

In this case, the population of this study is the ninth grade students of SMP N 37 Medan in academic 2018/2019. The writer chooses this class because the writer assumes they suit with the target of researcher.

3.2.2 Sample

Sample is a part of proportion of the population, which is used as the source of the real data of the research. The sample of the research was taken 1 class by using random sampling. According to Sugiyono (2010 : 93)," *Dikatakan simple random sampling karenapengambilananggota sample daripopulasidilakukansecaraacaktanpamemperhatikan strata yang adadalampopulasiitu*" (it is said as simple random sampling because the taking of sample members from population is done randomly without considering the levels that are in the

population). From seven classes of SMP N 37 Medan, the writer only takes one class as the sample of this study. The writer took 30 students as a sample in IX-C.
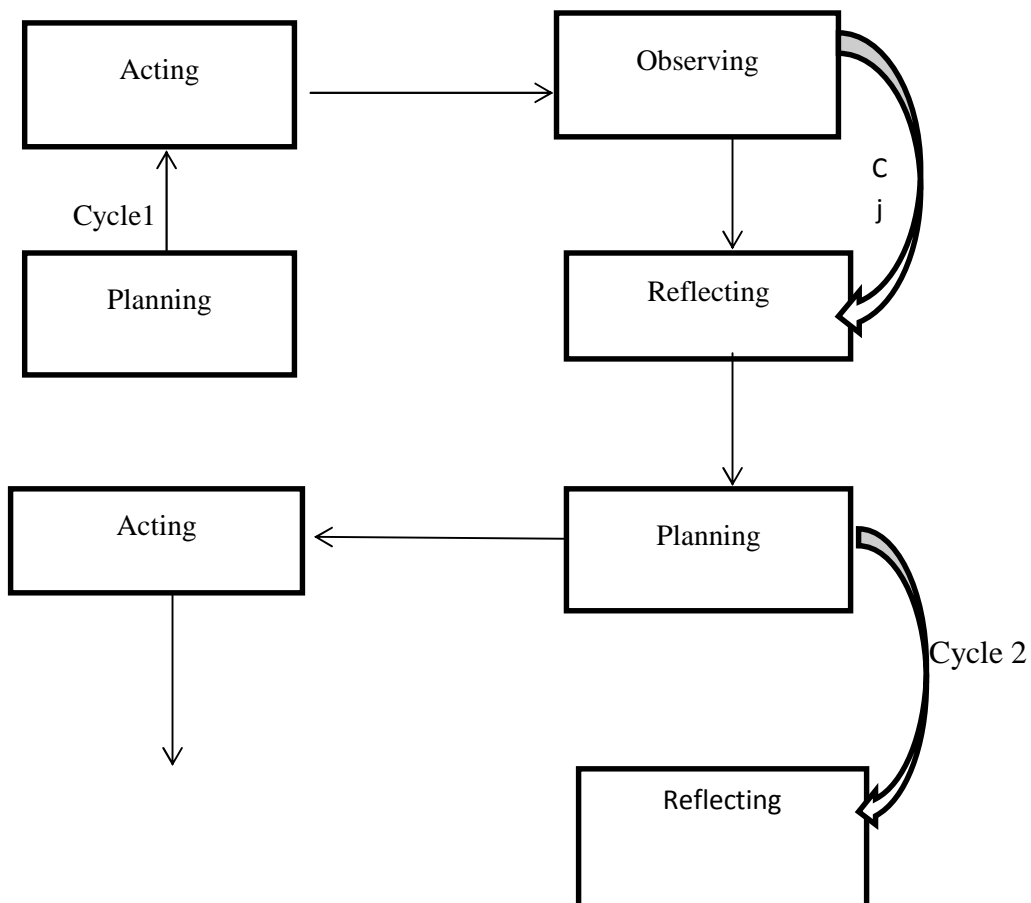
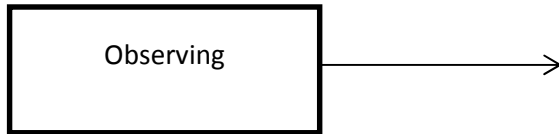**3.3 The Instrument of Collecting Data**

The data would be collected by using quantitative and qualitative data. In collecting the quantitative data, the writer conducted the written test. The students would be asked to write a recount text through problem based learning.

In collecting qualitative data, the writer would use diary notes. Diary note would be used to analyze in order to know all things that contain the writer's evaluation during the teaching learning process.

3.4 The Procedure of Data Collection

The writer used the classroom action research procedure based on Kurt Lewin's design. It consist of two cycle in which each cycle contains four phases; planning, acting, observing, and reflecting.

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┌─────────────────────────────┐
│                             │
│    Observing                │ ──────────────→
│                             │
└─────────────────────────────┘
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Figure 3.1 Kurt Lewin's Action Research Design (1946)

In conducting the action research, there are steps that include, such as; planning, action, observation and reflection.

Planning

In this step, the writer prepared the instrument such as lesson plan, diary notes, and writing's test to be applied in teaching and learning process.

Action

Phase was the implementation of planning. The writer will do everything that she plans. The writer tried to socialize problem based learning in teaching learning process. But, before using problem based learning, the writer would conduct the first test to find the basic students' skill in writing recount text.

Observation

It would be done together with action in the same time. The purpose was to find out information of action, such as students' attitudes, behaviors, activities, and problems during teaching-learning process while the writer dictation. The writer observed whole teaching learning in the classroom. In doing observation and evaluation, the writer would be helped by the English teacher as the collaborator. The writer would take the data from diary notes which would be used as the basic reflection.

Reflection

Reflection was the evaluation of actions that already done before. The reflection recovered the problem that happened in the previous cycle. In this phase, the writer would take the result of observation. The writer would write the strength and weakness on the diary note during the teaching learning process, and to keep strengths and improved the weakness would be taken from diary notes and test for the next cycle.

3.5 The Technique of Collecting Data

Technique of collecting data in this study is both qualitative data and quantitative data. The writer uses qualitative data consist of diary notes. While quantitative data consists of students' final writing as a pre-test and post-test. The completely explanation as follows:

1. Diary Notes

The writer and observer used diary notes to record activities during the teaching and learning of writing through problem based learning in the classroom. Including recount of classroom atmosphere, students attitude, ad teacher's creativity in presenting the material of writing.

2. Test

The test used in this study were pre-test and post-test. Pre-test was done before implementing Problem based Learning. Meanwhile, post-test was implemented after using Problem based Learning. The test is used to measure students' writing ability and to know the effectiveness of problem based learning to improve students' writing ability.

3.6 The Test specification of Writing Recount Text

According to Hyland (2009:87), recount text has to consist of text purposes, generic structure, and language features. There is more described as the scoring in recount text.

Table 3.1The Test Specification in Recount Text

Content	Indicator	Items/lines	Kinds of Text	Score
Orientation	Identify place and time	1	Essay	30
Event	Identify what happened and what sequence	2	Essay	40
Re-Orientation	Identify conclution the text	1	Essay	30
Total				**100**

3.7The Technique of Data Analysis

The writer analyzed the quantitative and qualitative data. The quantitative data would be collected by computing the score's writing test. The qualitative data would be analyzed from diary notes was used to describe the improvement of students' recount text writing through problem based learning.

Steps of analyzing data :

1. Calculating the scores of the pre-test and post test

2. Tabulating data of pre-test and post test

3. Comparing the score of pre-test and post test

4. Answering the problem

5. Concluding

$$X=\frac{\Sigma x}{N} \text{ x } 100\%$$

Where :

X= the mean of the students

  x= the total score

N=the number of the students