# THE INFLUENCE OF PROBLEM-BASED LEARNING MODEL TOWARDS STUDENTS WRITING SKILLS IN LEARNING ENGLISH

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## ABSTRACT

Learning English should be designed in such a way as to improve student skills, especially in writing. Problem-based learning is one of the learning models presented to optimize students' writing skills. Related to this research was designed to find out whether the application of the problem-based learning model in teaching English influences students' writing skills. This research is a quasi-experimental research with type one group pre-test – post-test design. The research subjects were the eleventh-grade students of social science class, which consisted of 23 students. The data was collected by a test. The statistical test results showed that $t_{count} \geq t_{table}$ which is $t_{count} = 7.41$ and $t_{table} = 2.04$ with a degree of significance $= 0.05$. In accordance with the testing criteria of the statistical hypothesis test, it means that $H_0$ hypothesis, namely the use of problem-based learning cannot influence students' writing narrative text is rejected. This showed that the use of PBL model contributes to the improvement of students' writing skills. The increase occurred in five aspects of writing, namely the aspects of content, organization, vocabulary, grammar, and mechanics.

Keywords: *problem-based learning, writing skill, narrative text*

## 1. INTRODUCTION

Writing ability is one aspect of language skills taught in English subjects other than reading, listening, and speaking. Fox (1995) defines writing as an activity of expressing ideas, feelings, and opinions to communicate messages from the mind to written forms.

Pudjiarto (2014) states that students often make mistakes in writing. They are still confused in arranging word selection in the structure that is presented. They have a limited word of vocabulary, difficulty composing ideas, and lack in writing skill. In addition, students have difficulty in understanding writing material because the structure and grammar are difficult to understand. Students also sometimes have difficulty understanding the sentence context in the writing material.

This problem also occurred at SMA Negeri 1 Tilango in which the average national exam scores for English subjects in IPS program are the lowest compared to the national, Gorontalo Province and Kabupaten Gorontalo levels. Quantitatively, this data showed that the acquisition of the average score of English national examinations in SMA Negeri 1 Tilango from 2015 to 2018 is still below 30% of the ideal score, this data is certainly very concerning.

Therefore, there are some models that can be applied to solve students problem. For example is applying Inquiry Learning model. The inquiry learning model is a learning model that prepares students for situations to conduct experiments on their own broadly so that they can see what is happening, want to do something, ask questions, look for their own questions, and connect one finding with another, then comparing what they find with what other students find. Another model is Discovery Learning, Discovery Learning is a way of learning to understand concepts, meanings, and relationships, through the integration process to reach conclusions.

The other model is Project Based Learning, Project Based Learning is a learning model that uses projects as a media in the learning process to achieve competency in attitudes, knowledge and skills. This leads students to carry out activities to apply the skills of researching, analyzing, and presenting learning products based on real experience.

Another learning model is Problem Based Learning (PBL). Problem Based Learning (PBL) is a learning model that is designed so that students get important knowledge, which makes them proficient in solving problems, and has their own learning model and the ability to participate in teams. These four models are learning models based on a scientific approach. One of the features of this scientific approach is student-centered learning.

But the fact is the model that is often used by teachers in general learning is a Direct Learning model. The direct learning model is a learning model that is more centered on the teacher and prioritizes effective learning strategies to expand teaching material information, where the direct learning model is developed to streamline teaching materials to fit the time given in the period certain. Based on interviews with English teachers in these schools teachers more often use this model in learning English. This is one that contributes to the achievement of learning outcomes in English at the school which is still unsatisfactory.

From the four models based on the scientific approach above, one of the models to be implemented in narrative text writing material is the Problem Based Learning model. Problem Based Learning (PBL) is a learning model that is designed so that students get important knowledge, which makes them proficient in solving problems, and has their own learning model and the ability to participate in teams. Based on the background of study, the research question on this study is: "*Can the implementation of Problem-Based Learning model in instruction English towards students influence their writing skills?*"

## 2.     LITERATURE REVIEW
## 2.1     Definition of Writing

According to Anderson (1997), narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener. In addition, Seymour Chatman (1978) defined narrative text as a structure which is made up of narrative statement. Narrative statements have something to do with a story. Therefore, it always deals with story which shows a set of experience of the world life, it can be animal or human. For that reason, according to Gerot and Wignell (1994) narrative text is aimed to amuse, entertain, and deal with actual or various experience in different way. Narrative text can be a fairy story, fable, science fiction story, romantic story, humorous story, folk tale, personal experience, and many more. From these opinions, it can be said that narrative texts is a type of text which can amuse the reader or the listener and also has a moral value inside the story.

## 2.2     Generic Structure of Narrative Text

The generic structure of narrative texts is orientation, complications, sequence of events, resolution, and coda. A more detailed generic structure of the narrative text has been stated by Anderson and Anderson (1997) including:

a)   Orientation: The reader is introduced to the main character and maybe some minor characters. Some indication is generally given where the action is located and when it happened.
b)   Complications: Complications are driven by serious events, where we usually expect certain types of complications or problems to arise. It won't be so interesting if something unexpected doesn't happen. This complication will involve the main characters and often serves to achieve their goals.
c)   Event sequence / climax: This is where the narrator tells how the character reacts to complications. That includes their feelings and what they do. The program can be told in chronological order (sequence of occurrence) or by flashback. The audience is given the narrator's perspective.
d)   Resolution: In this section, the implications can be resolved to get better or worse, but they are rarely left completely unresolved (although this is certainly possible in certain narrative toes that make us wonder "How did it end"?)
e)   Re-orientation: this is an optional closing of the event.

## 2.3     Problem-Based Learning Model

According to Kosasih (2014, p. 88), problem-based learning (PBL) is a learning model that is based on problems faced by students related to the KD being studied by students. The problem in question is real or something that is complicated questions for students.

From some of the opinions of experts on problem-based learning, it can be concluded that problem-based learning is a learning model that can encourage students to learn to develop thinking skills, solve problems, work together in groups to find solutions, and learn independently through involvement they explore real problems.

The purpose of the problem-based learning model is to help students develop thinking skills and problem solving skills, learn the role of authentic adults, become independent students, to move at a more general level of understanding, make the possibility of transferring new knowledge, develop critical thinking and creative skills, improve problem solving skills, increase student motivation, help students learn to transfer knowledge to new situations. It must be remembered that, this learning model is not designed to help teachers provide as much information to students, but problem-based learning is developed to help students develop thinking skills, problem solving and intellectual skills, learning to share adult roles through their involvement in real experiences or simulation and become an independent learner (Kurniasih and Sani, 2015).

## 2.4     The Advantages of Problem-Based Learning Model

Sudrajat (2011) states several advantages of problem-based learning models, in this problem-based learning there are 6 advantages. The first advantage of problem-based learning is Students better understand the concepts discussed, because they find the concept itself. With the problem-based learning students will easily understand the material to be discussed because they are more interested in learning related to problems in their environment. The second is students are more actively involved in solving problems and it will make students think higher skills because they have to solve their own problems. The third is that students' knowledge will be more embedded based on the schemes they have, so that learning is more meaningful and the atmosphere in the classroom will be livelier. The fourth is students can feel the benefits of learning because the problem being solved is directly related to real life, this can increase student motivation and interest in the material being studied so that the teacher only monitors because the learning process is carried out in the form of groups and students who are more active. The fifth is to make students more independent and can give opinions from others, also provide positive social attitudes among students. With a problem-based learning, fellow students can respect each other's opinions. The sixth is conditioning students in group learning to interact with students and others, so that students' achievement in completeness can be expected. In addition, problem-based learning is also believed to be able to develop students' creative abilities, both individually and in groups.

## 2.5   The Disadvantages of Problem-Based Learning Model

The Problem-Based Learning model also has several disadvantages. A good problem-based learning design requires a lot of time and work. It takes continuous monitoring and recording of students throughout the process. This is rather time consuming in nature, because most of the questions asked are usually open and need time to gather material and information about it. Not all teachers can be good advisers, because their PBL requires dedicated, hardworking, and trained facilitators. In addition, good PBL trainers are satisfied to work with and motivate themselves for students and fellow teachers. Problem-based learning requires more contact hours for preparation, discussion and comparison of

answers. Students and advisors should hold timely and seasonal meetings occasionally.

# 3. METHODS

This research used pre-experimental design with the type of one group pre-test – post-test design. Sugiyono (2012), as cited in Ahmad (2016), stated that one group pre-test – post-test is a research design which gave all the phase of experiment, such as pre - test, treatment, and post - test to one class.

## 3.1 Research Setting, Population, and Sample

The setting of this research was SMA Negeri 1 Tilango because the researcher did an observation in the school, and found some problems of students in writing. The problem of writing found in XI IPS II class. Therefore, this research was suitable to be conducted in SMA Negeri 1 Tilango. And for the population according to Sugiyono (2013, p. 117) is interpreted as a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. The population in this study was students of SMA Negeri 1 Tilango, that consist of 225 students, and it divided into 3 classes which are X, XI, and XII. The sample according to Sugiyono (2013, p. 118) is part of the number and characteristics possessed by the population. In SMAN 1 Tilango there are 2 classes in XI IPS, based on my observation, their writing ability of writing in class XI IPS 2 is lower than another class, furthermore in final exam the score of XI IPS 2 class is too low, in learning process most of the students in this class have problems in writing. On the other hand, other class XI grade, they have quite good skill in writing. From those reason, the sample of this research is XI IPS 2 class, because this class have lack of ability in writing based on my first observation.

## 3.2 Research Design

This research was designed by pre- experimental design with the type of one – group pretest – posttest design. Sugiyono (2012) explained that one group pretest – posttest design is a research design which give all of the phases of experiment, such a pretest, treatment and posttest to one class.

<div style="text-align:center">

**O1 X O2**

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**Description:**
    O1: Pre-Test
    X: Treatment
    O2: Post Test
**Pre-Test**

Pre-test is first step before doing treatment. Pre-test is a form of question which the researcher gives to the students before starting a lesson. Pre-test is given aims to find out whether there are students who already know about the material. In this step, students was given a written test by the researcher.

**Treatment**

After giving the pre-test, the researcher gave the treatment. Treatment is an activities from the researchers to the students by applied problem-based learning model. The treatment was done in 6 meetings by giving explanation about how to do assignment well. These are the researcher following treatment:

In the first meeting, the researcher showed the students the example of narrative text and explained the definition of narrative text. Narrative text is an imaginative story to entertain people.

Then, in the second meeting the students are taught the generic structure and language features of narrative text. The generic structure of narrative text as follow:

> Orientation: It is about the opening paragraph where the characters of the story are introduced.
> Complication: Where the problems in the story developed.
> Resolution: Where the problems in the story is solved.

The language features of narrative text:

> Past tense
> Adverb of time
> Time conjunction
> Specific character. The character of the story is specific, not general.
> Action verbs. A verb that shows an action.
> Direct speech. It is to make the story lively.

In the third meeting, after explaining about the definition, generic structure and language feature of narrative text to students, PBL were applied in the classroom. The first stage is brainstorming which is carried out in a way that each student examines the contents of the narrative text in the LKPD. Students are asked to identify and write the results of their analysis following the structure that was explained at the previous meeting. Then through question and answer, students are invited to identify stories in narrative texts.

In the second stage the teacher divides students into groups consisting of 3 to 4 people. Furthermore, students make alternative selections to choose and integrate the results of observations in the existing narrative text.

In the third stage the teacher encourages students to gather relevant information about the narrative text and the wisdom of the narrative text through online or offline media. Then each group is asked to make a written report on the results of their examination in the narrative text with the report structure that has been determined. As students work in groups the teacher pays attention and encourages all students to engage in discussion and work together with the team in the group.

In the fourth stage the teacher asks each group to present the results of their group's discussion to the front of the class and guide if they experience difficulties.

In the fifth stage the teacher helps review the results of the presentation report from each group and asks other students to

provide responses to the results of the presentation of reports from other groups. After that the teacher directs all students to conclude the results of their examination in each narrative text.

Furthermore, in the fourth meeting to the sixth meeting, the teacher was carried out the same activities as in the third meeting.

**Post-test**

After giving the treatment, the last step is the researcher give post-test. In post-test, the students wrote a narrative text with same topic in pretest. After that, the result of the pretest was compared with the students result in posttest. The researcher knew the differentiation of the students result in pretest and posttest and was found that the problem-based learning model can influence students writing skill.

**Test**

The test mostly used for the several research instruments. The test that was given to the students are divided into two tests. The first test is pre – test that use to measure the students' prior knowledge in writing descriptive text. Furthermore, to measure students' knowledge in pre – test the teacher asked students to write a narrative text based on the instruction below:

The instruments of pre – test and post – test:

*Please write down the narrative text about short story or your personal experience by using your own words minimum 100 words or 3 paragraphs.*

Next, scoring rubric was used to get students ability in writing narrative text. The second is post – test in the end of teaching session, the instrument of test was given like in the pre – test. They wrote the text based on the instruction above. Five components were analyzed, grammar, organization, vocabulary, content, mechanic.

## 3.3 Data Collection and Analysis

There are two kinds of instrument used to get the data, they are pre – test and post – test. At the pre – test stage the students wrote down their knowledge about their personal experience. Furthermore, the researcher observed the writing ability of the students, this was first observation in investigating students' ability. The next test is post – test, after learning process by using problem-based learning, the result of the post – test become the outcome of the treatment. Then, the score of post – test show the students' progress ability in writing descriptive text or even not. Here is the technique of data analysis, (Brown, 2007).

**Table 1. Data Analysis**

| Aspect | Score | Performance Description |
|---|---|---|
| Content<br>- Topic<br>- Details | 4 | The topic is complete and clear and the details are relating to the topic |
| | 3 | The topic is complete and clear but the details are most relating to the topic |
| | 2 | The topic is complete and clear but details are not relating to the topic |

| | 1 | The topic is not clear and the details are not relating to the topic |
|---|---|---|
| Organization<br>- Identification<br>- Description | 4 | Identification is complete and description are arranged with proper connection |
| | 3 | Identification is almost completed and description are arranged with almost proper connection |
| | 2 | Identification is not complete and description are arranged with few misuses of connection |
| | 1 | Identification is not complete and description are arranged with misuse of connection |
| Grammar<br>- use present tense<br>- agreement | 4 | Very few grammatical or agreement inaccuracies |
| | 3 | Few grammatical or agreement inaccuracies but not effect on meaning |
| | 2 | Numerous grammatical or agreement inaccuracies |
| | 1 | Frequent grammatical or agreement inaccuracies |
| Vocabulary | 4 | Effective choices of word and words form |
| | 3 | Few misuse of vocabularies, words form, but not change the meaning |
| | 2 | Limited range confusing words and words form |
| | 1 | Very poor knowledge of words, word form and not understandable |
| Mechanics<br>- spelling<br>- punctuations capitalization | 4 | Is uses correct spelling, punctuation and capitalization |
| | 3 | It has occasional errors of spelling, punctuation, and capitalization |
| | 2 | It has frequent errors of spelling, punctuation, and capitalization |
| | 1 | It is dominated by errors of spelling, punctuation, and capitalization |

After the researcher analyzed the students' work, the researcher will converse into the percentage. The researcher will use formula by Arikunto (2010) to find out the average the percentage of all students:

**Percentage** $= \frac{\text{Total of high scores answer}}{\text{Total scores}} \times 100\%$

Then, the researcher will calculate the percentage of the students' writing ability in composing descriptive text into level of categorization. According to Harris (1969):

**Table 2. Classification and Score Percentage of Students' Writing Ability**

| Classification | Score Percentage |
|---|---|

| Excellent | 80-100 % |
|-----------|----------|
| Good | 60-79 % |
| Average | 50-59 % |
| Poor | 0-49 |

Based on the table, it can be concluded that if the students' ability is in the level of 80-100 % is categorized that students' competence in composing descriptive text is excellent, if the students' ability is in the level of 60-79 % is categorized that student competence in composing descriptive text is good, if the students' ability is in the level of 50-59% is categorized that student competence in composing descriptive text is average, if the students' ability is in the level of 0-49% is categorized that student competence in composing descriptive text is poor.

There are some steps to analyze the data. First prepare the data that get from pretest, and posttest. After get the data then analyzed all the data by using this formulate as follow: (Arikunto, 2010)

$$t = \frac{M}{\sqrt{\sum \frac{X^2}{N(N-1)}}} \qquad Md = \frac{\sum d}{n}$$

Descriptions:
Md : the difference means score between pretest and posttest
Xd : the deviation of each sample (d –Md)
$\sum xd^2$ : total of square deviation
N : number of samples
Dk : Degree of freedom (N -1 )

# 4. RESULTS & DISCUSSION

These are the explanation and description of pre – test, post – test and findings of the study which also covers the discussion of six treatment processes, and the analysis of the students' error in their writing.

## 4.1 The Description of Pre – Test

In the first meeting the researcher conducted pre – test in order to find out students' ability in writing narrative text. The researcher gave instruction to write down the narrative text about short story or their personal experience. Most of students choose the topic about personal experience. After that, students' worksheet were collected and scored. After calculating the students' worksheet, the researcher found that the students score of pre – test data is as follows:

**Table 3. Students Score in Pre-Test**

| The lowest score | 5 |
|------------------|---|
| The highest score | 15 |
| The mean of score | 10.11 |
| The median score | 10.34 |
| The modus score | 10.79 |
| The standard deviation | 2.59 |

Furthermore, the data of pre – test presented in the table of interval relative frequency as follow:

**Table 4. Students Score in Pre – Test**

| NO | Component of writing | The score of pre test |
|----|---------------------|----------------------|
| 1 | Content | 48 |
| 2 | Organization | 39 |

| NO | Component of writing | The score of pre test |
|----|---------------------|----------------------|
| 3 | Grammar | 36 |
| 4 | Vocabulary | 46 |
| 5 | Mechanic | 63 |
| | Total | 232 |

Based on the table, content, organization, and mechanic got the high score than the others aspects. In grammar and organization aspect students get low score. Furthermore, the 'interval score of the pre – test data above can be presented below:

**Table 5. Interval Frequency of Pre-Test**

| Interval | Frequency | Percentage |
|----------|-----------|------------|
| 5-6 | 3 | 13% |
| 7-8 | 2 | 9% |
| 9-10 | 7 | 30% |
| 11-12 | 8 | 35% |
| 13-14 | 2 | 9% |
| 15-26 | 1 | 4% |

Based on the table above, it shows that students who get an average interval score consist of 7 students (30%), students who get scores below the average interval consist of 5 students (22%), and students who get scored above the average interval consist of 11 students (48%).

| Average score in pre – test = 50 % |
|:---:|

Based on the explanation above it is can be concluded that, the average score in percentage of pre – test 50%. If the students' ability is in the level of 50-59% is categorized that student competence in composing narrative text is average level.

1. **Students Problem in Pre – Test**
*Content problem related to topic and details*

In content aspect students had poor level and got low score. The crucial problem in content was related to the topic and details of narrative text. Many students explained the details first rather than the topic, and made the text did not have coherence. Students should explain the topic first and follows by details with grammar correctly. Below is the students' problem in content aspect, the researcher take the first sentence of students worked.

Students paper: *That day I was making coffee for father and mother. Father said what you bought so father would buy it. The choice was only two, bought a cupboard or cellphone. I also feel very happy to hear that, also I said I want a cellphone so that I can easily understand the lessons that I did not understand. On that day dad would buy, please change your clothes then will immediately buy your new cellphone. Happily, I heard what my father just said. Happily, I immediately changed clothes and immediately bought a new cellphone. I also forgot to thank dad for giving me a special gift.* (See on appendix pre – test). The students did not show clear idea of the topic and the sentence, did not the schematic structure of narrative text. It should be the students wrote the topic first, then explain the detail more.

Based on the example above, the students had the problem to develop the topic or main sentences. Sometimes the students felt confuse, when they have to decide what they have to write first. It means that the students, had difficulty in expressing the ideas of the topic.

### Organization problem related to generic structure in narrative text

The problem not only appeared from content but also organization related to generic structure of narrative text. Generic structure is the most important part of writing when they want to write a narrative paragraph. In fact, students in XI IPS 2 did not pay attention in the process of writing narrative paragraph. Most of them did not write a paragraph by using an appropriate generic structure. Those are the following answer of students answer in pre – test.

Students paper: *This is semester genap assignment for all students of II grade.* (see on appendix pre – test). From the paper besides, it can be seen that writer did not explain the character clearly both in part of orientation. Especially part of explain character, the writer only wrote about the general information not the specific information of that character, in this part of orientation the writer only mentioned the character. In this case the writer expected to be able to write information about the character.

Based on the example above, students still confused to decide which part is orientation and which part is complication, etc. The researcher hopes that, the writers explain more about the generic structure in narrative text.

### Grammatical problem related to simple past tense

In grammar aspect students had poor level and got low score. The crucial problem in grammar was related to simple past tense. Sometimes students used simple present tense or present continuous tense in their writing whereas simple past tense is a language features in narrative text. It is important to highlight the following of students answer. Those are students' problem about grammar in narrative text.

Students paper: *I am 11th grade student studying at SMA Negeri 1 Tilango, day after day I have passed with friends. Who really love me. Yesterday at my house, we enjoyed chatting and sleeping together, eating together, and doing everything together. And next week the four of us agree to go on vocation somewhere very beautiful.* (See on appendix pre – test). In this example shows that the students make some errors in composing narrative text. It should be: *I am 11th grade student who is currently studying at SMAN 1 Tilango. I always spend my time with my friends who really love me. Yesterday, my friends and I were totally enjoying our time in doing everything together such as chatting, sleeping, eathing, and many others things. Four of us also agreed to go on vacation together to somewhere with very beautiful scenery.*

The example above show that, students have problem on grammar aspect, students always used present continuous tense, it means that they have problem in tense. In narrative text usually used simple past tense as one of language features in narrative text.

### Mechanic problem related to spelling and capitalization

The last aspect of writing is mechanic. The students of XI IPS 2 class, have a problem in spelling and capitalization, those are many students used wrong spelling and capitalization on their writing narrative text. Those are students' problem on mechanic in narrative text.

Students paper: *……. I want to my mother's house ……(*see on appendix pre – test). The students wrote "I want to my mother's house", the students mean "went", but they did not carefully write

the text. It is inappropriate spelling, it should be "I went to my mother house" in order to be correct sentence.

From the example above, students have problems in spelling and capitalization, all of the students should pay attention more when they wrote in English. Because of different word has different meaning.

## 4.2 The Description of Post Test Data

After calculating students' worksheet in Post – Test, the researcher found that the students score of post – test data as follow:

**Table 6. Students score in post – test**

| | |
|---|---|
| The lowest score | 10 |
| The highest score | 19 |
| The means of score | 15.1 |
| The median of score | 16 |
| The modus of score | 16.17 |
| The standard deviation | 2.27 |

Furthermore, the data of post – test presented in the table of interval relative frequency as   follow:

**Table 7. Students' Score in Post – Test**

| No. | Component of writing | The score of post test |
|---|---|---|
| 1 | Content | 68 |
| 2 | Organization | 68 |
| 3 | Grammar | 57 |
| 4 | Vocabulary | 67 |
| 5 | Mechanic | 84 |
| | Total | 344 |

Based on the table, all of aspect have significance improvement rather than in the pre –   test. Furthermore, the 'interval score of the post – test data above can be presented below:

**Table 8.  Interval Frequency of Post Test**

| Interval | Frequency | Percentage |
|---|---|---|
| 10-11 | 2 | 9% |
| 12-13 | 4 | 17% |
| 14-15 | 6 | 26% |
| 16-17 | 7 | 30% |
| 18-19 | 4 | 17% |

Based on the table in the previous page, it shows that students who get an average interval score consist of 7 students (30%), students who get scores below the average interval consist of 12 students (52%), and students who get scored above the average interval consist of 4 students (17%). It can be concluded that most of the students were understood how to write good narrative text.

| Average score in post – test    = 76% |
|---|

Based on the explanation above it is can be concluded that, the average score in percentage of post – test 76%. If the students' ability is in the level of 60-79 % is categorized that students' competence in composing narrative text is good level.

## 4.3 The Influence of Problem-Based Learning Model in Students Writing Narrative Text

Based on the advantages of problem-based learning model that has been mention before, certainly there were some implication of problem-based learning model at students writing skill during learning process. The implication arose because the function of problem-based learning model is to increase in writing. This statement was proved that their improving from the pre – test to post – test. In the table below, showed students improving the average learning outcomes from pre-test and post-test.

If compare among pre – test and post – test it clearly different where, in pre – test the students have low level in write narrative text. For example, in pre – test students confused to define about the identification or the description first in generic structure and the language features. Then, when they got treatment about problem-based learning model, students can solve the problem. In the learning process, the students felt interesting and excited about problem-based learning model because the clearly rule. From the explanation above, it can be concluded that, the influence of problem-based learning model towards students writing skills in writing narrative text was accepted. Problem-based learning model has very useful for students to help them in the process of writing.

After problem-based learning model, the researchers have been convinced of the result because the problem-based learning model which they proved that it succeeded to become an instrumental technique that could provide the huge contribution and primary at the students achievement in writing skill especially in narrative text.

## 4.4 Hypothesis Verification

Based on the hypothesis verification of this study that "problem-based learning can influence students' skill in writing narrative text or not "the score of pre – test and post – test use to complete value in testing hypothesis. The value of $t_{count}$ is 7.41. In verifying the hypothesis on this research, the researcher uses the level of significance $\alpha = 0.05$ with the criteria as follows:

$H_0$    : the use of problem-based learning cannot influence students' writing narrative text
$H_1$    : the problem-based learning can influence students' writing narrative text

- $H_0$ will be accepted if $t_{count} \leq t_{list}$
- $H_0$ will be rejected if $t_{count} \geq t_{list}$

It can be concluded that problem-based learning can influence students' skill in writing narrative text, because based on the criteria above shows that $t_{count}$ is more than $t_{table}$ $7.41 \geq 2.074$. Based on the data above it can be said that problem-based learning can influence students' skill in writing narrative text.

## 4.5 Discussion

Based on the explanation in literature review the narrative text is an imaginative story to entertain people. The generic structure of the text is divided into four namely orientation, complications, resolution, and coda. In addition to the generic structure, the narrative test also has its own language features that the writer must master. The language features of narrative texts are, use past tense, adverbs of time, conjunctions of time, specific characters, action verbs, and direct speech.

In fact, the statement above is in accordance with the initial conditions of students in XI IPS 2, most students have a low level of writing appropriate narrative text; they face difficulties in expressing their ideas in writing narrative texts. They also lack vocabulary and do not know about generic structures in writing narrative texts. Therefore, to overcome these problems researchers provide treatment to students by using problem-based learning.

Based on the results obtained that the ability of students in writing narrative texts that use problem-based learning increases, which can be seen from the results of pre-test and post-test. The results of the calculation of t from pretest and posttest also show the difference that $t_{count}$ is more than $t_{table}$. From the results of testing the research hypothesis gives the result that H0 is rejected and H1 is accepted.

The results showed that in general PBL could improve students' writing abilities. This can be seen from the quantitative improvement of students' writing abilities from the initial conditions of 50% to 76%. With the limited time available, an increase of 26% can be used as a benchmark that if the implementation of the PBL is carried out in sufficient time, of course the predicted results of the increase will be even greater. Another factor that must be a concern is the student's initial knowledge, habits, interests and student motivation in each learning. PBL characteristics require students to be actively involved in constructing their knowledge of the context in the present problem presented, conducting investigations to formulate a collaborative solution in producing a work, demonstration or explanation of a context. Such an ideal condition is indeed not enough to only be achieved in a short time, but this effort can be achieved if this learning model is always present on an ongoing basis.

Thus, it can be said that the hypothesis that has been formulated "the Influence of Problem-Based Learning models on students' writing skills in learning English" can be accepted. Where the average post-test score is higher at 76% when compared with the average pre-test 50%.

The statement above shows that the students' ability in writing narrative texts is better. One of the causes of the average scores of the two tests is the learning model used which is a problem-based learning model. In the problem-based learning model, the teacher gives students the opportunity to learn to solve problems so students will apply the knowledge they have or try to find out the knowledge needed. This is in line with the opinion of Michael Hicks there are four things that must be considered when discussing problems, which are understanding the problem, we do not know how to solve the problem, there is a desire to solve the problem, and the existence of trust is able to solve problem (as cited in Rusman, 2010, p. 237).

Besides that, through Problem-Based Learning, the problems presented to students are able to arouse students' understanding of problems, awareness of gaps, knowledge, desire to solve problems, and perceptions that they are able to solve problems. In this study the problem presented is a problem that attracts the attention and enthusiasm of students which is packaged through stories about history and life in the form of legendary and fable stories. These stories will certainly attract students to read them. With such interest and attractiveness, then students challenged to understand

the narrative structure and rewrite the story with the appropriate generic structure and grammar.

# 5. CONCLUSION

The results showed that the PBL model besides having an influence on narrative text writing skills also contributed to the improvement of student learning outcomes in terms of narrative text in writing skills. This is based on data analysis that can be concluded from the results of pre-test to post-test. Based on the t-test statistical test shows that $t_{count}$ is greater than $t_{table}$ so the $H_0$ is rejected in other words accepting the alternative hypothesis that problem-based learning has an influence on students' narrative text writing skills.

Besides that, the improvement in narrative text writing skills can be seen in the increase in the score of each aspect. Students' narrative text writing skills in the pre-test, students only get a score of 48 in the aspect of content, a score of 39 in the organizational aspect, a score of 36 in the grammatical aspect, a score of 46 in the vocabulary aspect, and a score of 63 in the mechanical aspect. After receiving the learning treatment through PBL models the students' narrative text writing skills increased. This can be seen from the post-test scores namely, a score of 68 in the aspect of content, a score of 68 in the organizational aspect, a score of 57 in the grammatical aspect, a score of 67 in the vocabulary aspect, and a score of 84 in the mechanical aspect. Accumulatively it can be presented that the ability of writing skills of students to pre-test an average score of 50% is categorized in the average category when compared with 76% post-test score categorized in the good category. However, it is predicted that the more this strategy will be implemented, the higher score will obtain.

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