THE EFFECT OF APPLYING PROBLEM BASED LEARNING TO THE STUDENTS' WRITING ABILITY IN RECOUNT TEXT AT SMP NEGERI 2 TANJUNG BALAI

SKRIPSI

Submitted Partial Fulfillment of the Requiretments
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By

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MEDAN

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 05 Oktober 2019, pada pukul 07.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

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Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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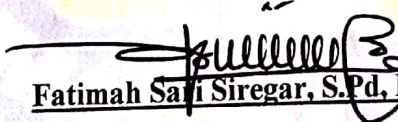
Skripsi yang diajukan oleh Mahasiswa/i di bawah ini :

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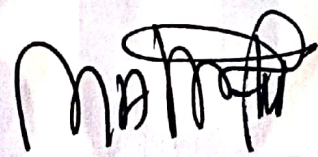
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ABSTRACT

Fitri, Mudrika. NPM: 1502050168 "The Effect of Applying Problem Based Learning to the Students' Writing Ability in Recount text "Skripsi, English Department, Faculty of Teachers' Training and Education. University of Muhammadiyah Sumatera Utara, Medan 2019

The objective of this research was to found out the effect of applying problem based learning to the students' writing ability in recount text. This research applied experimental research. The population of the research was taken from the grade of junior high school and the class VIII grade at SMP Negeri 2 Tanjungbalai jalan Anwar Idris at academic 2019/2020 with the total population 60 students. This research was applied cluster random sampling. This research used experimental research design namely one group pre- test and post-test. Therefore the research took one class as the experimental class. The sample was taken from the class with the total number of sample was 30 students. The research were given treatment strategy. The instrument of collecting data writing test which consist of one items. The data were analyzed by using t –test formula. The result of data showed that *Tobserve* $7,0 > 17,01$ *Ttable* with the degree of freedom (df=n-k). The hyphotesis was accepted. It proved applying problem based learning to the students' writing ability in recount text at SMP Negeri 2 Tanjungbalai

Keyword: Problem Based learning, Students' Writing Ability, Recount Text

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

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The writing of this *skripsi* entitled **"The Effect of Applying Problem Based Learning to the students' Writing Ability in Recount Text".** This *skripsi* is written to fulfill one of the requirements to obtain the *Sarjana Pendidikan Degree* at the Departement of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.

The writing this *skripsi* is actually a miracle fo the since it was firstly regarded as a task would be very hard to do. However, it has now been denied since the *skripsi* has finally been written. Then, i would like thanks to Allah *Subhaanaahu Wa Ta'ala* for His Blessing given to me so that the writing of this *skripsi* has been finished without any meaningful problem. The main priority supporter and beloved parents **(Mr. Bustoni Sitorus and Mrs. Syatiroh)** who always give the advices, material and anything. The beloved reseacher brother and sister **(Asy'ari Sitorus S.Pd.I and Mahfuzoh S.Pd)** who always teach how to be a strong woman. The Researcher is grateful to the following for their supports and helps.

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At last, this *skripsi* is far from being the perfect, but it is expected that this *skripsi* will be useful not only for the researcher but also for readers. For these reasons, constructive thoughts, full suggestion, and critics are welcome to make this *skripsi* better.

Finally, may Allah Subahaanahu Wa Ta'ala receives all their works and kiddneses, Amin.

Medan, September 2019

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of Study

In learning English, there were four skills should be learn. They were reading, writing, speaking and listening. Writing were the one of skill english. Writing is the process making idea who become a well paragraph soon. Writing was part of language skills that important to be taught. In writing the writers inform an idea and message in the written form. The reader could understand experience, event, and histories idea easly. Beside that writing, as one of ability in english had important roles in human communication.

Pylkknanen and Mr Elree (2006) added that students have to constructed sentence bearing in mind grammatical cordination, approproiate lexis and construct correct spelling. It can be said that this is the best way of improving writing. Writing was the process making idea who become a well paragraph soon. Writing was part of language skills that important to be taught. In writing be writers inform an idea and message in the written form. The reader could understand experience, event, and histories easly. Beside that, as one of ability in english has important roles in human communication.

Writing could be said to be the act of forming symbols making marks on a flat surface of some kind. Graphic symbols here include letters or combination of letters that related to the sound people make when they speak. The symbols had to be arranged, according to certain conventions, to form word, sentences, and or

paragraph. But actually writing was more than the production of graphic symbols. Writing involved the encoding of a message of some kind that was translating thought into language. In writing process, the writer had no only to thught of the way to said something and selecting words but the writer had considered how to develop idea.

The productive skill writing was considered as a cognitive challenge, because it helped to assessed language competency, recalling and thinking ability. It demands to recall information from long-term memory (Kellog,Olive & Pilot, 2001). Moreover, the ability of productive writing requires a well organized planning. Then, the command over handwriting and spelling was also an essential element for writing. It assited the students made their writing skill more meaningful and communicative.

Based on the researcher's observation in MAGANG 3 (teacher training education form), there were some problems in students' writing ability. Students could not write their experience into a paragraph. Students also felt be difficult to concepted all the events into a paragraph. Beside of that students were lack in vocabularies and developing idea. All the cases had been proven by the result of the test and be seen in KKM.

To completed the view, the research of Marta (2003) pointed out that the problem of writing was assumed caused low prior knowledge in developing idea, using pattern, appropriate word, or confusion in expressing their idea.

As we all known that the researcher also thought about what was the best way to solved the problem. In this point, the researcher was going to applied

problem based learning. Problem based learning was the teacher presented to students as a problem solver to worked and decided their goal. This did not mean that the teacher gave the authority for making judgement regarding what might be important for students to learned but it would practice students responsibilty and motivate them in learning. The teacher acts as a facilitator and mentor rather than a source of solution. Problem based learning was a learner centered pedagogical approach that afforded the leaners (including prospective and certified teachers) opportunities to engaged in goal –directed inquiry. Learners worked collaboratively with others as they analyzed complex and ill-defined problem (Barrow, 2000: Hmelo –Silver, 2004).

Based on the explanation above, the researcher was interested in conducted experiment research by Problem Based Learning. Therefore, research entitle: ***"The Effect of Applying Problem Based Learning to the Students' Writing Ability in Recount Text at SMP Negeri 2 Tanjungbalai".***

B. Identification of the Problems

The identification of the problems were stated as follow:

1. Students could not write their experience into a paragraph

2. Students also felt be difficult to concepted all the events into a paragraph

3. Students were lack in vocabularies and developing idea

C. Scope and Limitation

The scope of the research was focused on the students' writing ability and it was limited on recount text by applying problem based learning.

D. Formulation of the Problem

The problem of the study was formulated as was there any effect of problem based learning to the students' writing ability in recount text?

E. The Objective of the Study

The objective of the study was to find out the effect problem based learning to the student's writing ability in recount text.

F. Significance of the Study

The result of this research was expected to be useful:

a. Theoretically:

To added the knowledge, experience in teaching writing ability especially teaching recount text by applying problem based learning.

b. Practically:

1. For students, to increased or developed their skill in writing recount text by applying problem based learning.

2. For teachers, to developed the english teacher to planed and conducted better and excited learning process, especially in teaching recount text, and

3. For the reseachers, who was interested in conducting same field and might be useful for the next researcher

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This research was be related to the accumulated ideas from various theories. In doing research, the purposes must be clear in order to made same perspective of the impelementation in the field. In this case, it provided some terms, which was specifically, which was important to made be clear from the start in order to prevent possible missunderstanding between the researher and the reader about the convey. There were many points in this study would be presented

1. Problem Based Learning

Problem based learning had its origin in medicine at Mc Master University, where Barrows pioneered this approach (Barrow & Tamblyn, 1980: Gijbels, Dochy, Van den Bossche & Segers,2005). After that Barrows' success, PBL had been extensively applied to other fields, such as law, nursing and business (walker & Leary,2009). Since the 1980s, individual teacher most commonly conducted PBL implementation in teacher education. Since then, PBL has become more widespread (Derry, Helmo –Silver, Nagaran, Chernobilsky, Beitzel, 2006: Hmelo Silver, 2000:McPhee,2002)

Bound and Fetti in Rusman (2011:230) stated that problem based learning was significance innovation in education. Mangeston in Rusman (2011:

230) also stated that problem based learning curriculum could improved the development of long life education in form of open ended thinking, reflective, and active learning. Problem based learning curriculum also facilitates students to solved the problems, communication and group work. In addition, Sumono (2012: 78) defines that the word 'problem' in the strategy of problem based learning means discrepancy. It was discrepancy between the real situation and what hoped. Furthermore, according to M. Taufiq Amir (2009: 18-19) in the learning process the problem could stimulate the curiosity of the learners. The learners could be interested to observed and involved of something. It meaned that the learners would had be actively participated in the learning process to find out a solution.

Some experts provide definitions of Problem-Based Learning (PBL) as follows: Sue Pengelly interpret the Problem-Based Learning as a model of learning that challenges students to "learn how to learn", to work in groups to seek solutions to real-world problems. This issue is used to bind the students curiosity in learning question. Meanwhile, Arends defining problem-Based learning as a learning approach where students are faced with the problem of authentic (real) so hopefully they can draw up his own knowledge, grow and develop highlevel skills and an inquiry, the student's independence, and boost her confidence. The Glazer argued problemBased learning as a teaching strategy in which students actively confronted with a complex problem in a real situation.

1.1 Problem Based Learning Defined

Problem-Based Learning (PBL), which is one model of learning that will help students to improve skills needed in the current era of globalization. Problem-Based Learning (PBL) was first developed by Howard Barrows around 1970 in study medical science at McMaster University in Canada. This learning model presents a real problem for students as early learning and then resolved through the investigation and applied using a problem solving approach.

Model Problem-Based Learning is a learning model approach to the problem of authentic student learning so that students can construct their own knowledge, grow and develop higher skills, the student's independence and to improve confidence in yourself. This model is characterized by the use of real-life problems as something to be learned students to practice and improve critical thinking skills and problem solving as well as gain knowledge of key concepts, in which the teacher's task should focus on helping students achieve selfdirected skills. Use problem-based learning in higher-level thinking, problem-oriented situations, including how to learn.

Problem-based learning includes the submission of questions or problems, focusing on the linkages between disciplines, authentic investigation, cooperation and produce work and demonstrations. Problem-based learning is not designed to help teachers provide as much information on students, but aims to help students develop skills and problem solving skillsProblem based Learner centered pedagogical approcah that afforded learner(including prospective and certified teachers) opportunities to engaged in goal directed inquiry. Problem

based learning simultaneously developed problem solving strategy, knowledge bases in multiple, discipline, and various skills by placing learner in the active role of problem solver confronted with an ill-structured problem that mirrors real –world situation. Learners worked collaboratively with others as they analyzed complex and ill-defined problem (Barrows,200:Helmo Silver, 2004). Learners also worked independently to collected information then they brought to backed to the group as they resumed their collective problem solving and subsequent reflectionon both issue that at hand and the group's functioning. The teacher's role changes from one of primary "telling" information to one facilities thought, reflected, and collaboratively inquiry, while the content decision was left up to the students .

Thus, the problem based learning's goal consisted of conceptual pedagogical contented knowledge construction, collaboration and self –directed, life long learning. These goals was bought to fruition through learners' enggagement in the problem based learning tutorial process and the three of process' feature: problem based cases, learning issues, and the facilitator.

a. Problem Based Cases

The problem in problem based learning had be authentic and multifaceted problems that was open-ended and have multiple solution paths. Although cases had be complex, they had not resonate with learner's prior knowledge: other wise, the problem in the case might fail to enggaged learners and their learning processes. PBL cases could either be in paper based or in multimedia form, the latter being more interactive and motivating. Both of

types must represent real-life classroom decisions that provided opportunities to considered multiple perspective, warrranting solutions, assessing consequences, and reflecting on decisions.

b.   Learning Issues

Prior to conducted their independent research, teacher candidates discussed the problem cases to "pull out" learning issues, which was the concepted they needed to learned more about in order to understanded to problems and potential solutions (Helmo-Silver). They devided the learning issues among themselves, independently research the issues, and then brought their findings to the table;reflecting upon and revising previously proposed, hypotheses, perspectives and information. The learning issues aspected of PBL reminded us that instead of solving cases procedurally, PBL required that learners enggaged in conceptual analysis (Bereiter & Scardamalia,2006). In turn, this analysis helped PBL learners to (a) frame and clarfy the problem, which was an essential aspects of pedagogical problem solving and to (b) locate relevant and credible information that was then brought back to the learners. Teaching requires practical knowledge and the abilty to build the knowledge, making it an integration of practice, scholarship, and technique (Topan and Sage, 2002)

c.   Problem Based Facilitator

Good PBL problems was essential for learning :however, the type learning derived from these problem was a function of PBL Faclitator. In the traditional PBL model, facilitatirs were course instructors whose focus was not

on the content, but on the PBL process. They served as an expert learners, modeling good learning, and thinking strategies. Alternatively, PBL facilitators can be more skill students. More specifically, the PBL facilitator guided the development of higher –order thinking skills through the used the open-ended and complex questions. The facilitator encourages, all group members to justified their thinking and guided them to discussed each other's ideas (Helmo Silver & Barrows:2006; Helmo Silver, Chernobilsky & Jordan, 2008: Koschman et al.1994). The Facilitators Provided less support as students assumed more responsibility for their collaborative learning (Collins: 2006, Helmo –Silver & Barrows, 2006).

1.2 The Advantages and Disadvantage of Problem Based Learning

1. The Advantages

a) Student center. Problem based learning foster active learning, improved understanding and retention and development of life long learning skills.

b) Integration, problem based learning facilities and integrate core curriculum.

c) Motivation: problem based learning was fun for students and tutors and the process requires all students to be engaged in the learning process.

d) Generic competencies, problem based learning allowed students to developed generic skills and attituded in their future practice.

e) Deep learning. Problem based learning fostered deep learning (students interacted with the learning, relate concepted to everyday activities, and improved their understanding.

f) Constructive approach. Students activated prior knowledge and builds on existing conceptual knowledge frameworks.

g) Challenging students' abilities and give satisfaction to find new knowledge for students.

h) Increasing motivation l d an activity learning student teachings.

i) Helping students in transferring students knowledge for understanding the real world issue.

j) Helping students for improve new knowledge and responsibility in the learning they do.

k) PBL can encourage students to do self evaluation the better the results and learning.

1. The Disadvantages

a) The potentially poored performance on test

b) Students unpreparedness

c) Time consuming assesment

d) When students have no interest or no confidence that studied the problem difficult to solve, then they will not feel to give it a try.

e) For some students believe that without an understanding about, materials needed to resolve the problem why they should strive to solve a problem that is being studied, then they will learn what they want to learn.

1.3 Purpose of Using Problem Based Learning

Teacher education, as well as public education, had seen numerous reform efforts. Current reforms are remarkably similar: most was grounded in underlying cognitive or reflective theory of learning that stated that teachers had thought critically and reflectively about their own practice. Teaching was no longer seen as simply a set of learned skills, but rather as using teaching skills though a decision –making, problem –solving approach.

Consequently, the modeling problem based learning was very important. For the presented short problem based learning that modeled both design and the implementation of a PBL unit. The result problem based learning was relevant for k-12 area students. For remaining three and one half days, course member worked on designing a PBL unit appropriate for teaching situations.

PBL was pedagogical approach that afforded teacher educators opportunities to meet the demand of 21 st century educationak reform. Teacher are expected to have solid and discplined knowledge and to engage in framing, analyzing and prolem solving. Equally important, they will be expected to work with other teacher, parents, and their students to join tly address learner and pedagogical issues: to work as team members and collaborator and to develop themselves as self-reflective, self-directed and lifelong process.

The way in which PBL is implemented, from single implementation to more systematic and integrative ones, will certainly affect the type of PBL research and practice that follows. From the research prespective, different PBL

approaches lend themselves to different questions, from action-oriented self-study questions to questionof generability and theory building.

1.4 PBL Challenges

A Discussion of PBL would not be complete or accurate without an examination some of its implementation challenge. The next section will discuss two such aspects: the resource-intensive nature of PBL; and the implementation dip.

a.   Resource Intensiveness

PBL required the major changed in planning curriculum and assesment , curiculum had be integrative; they could not just be "academic frills" or tokenisms tacked on as afterthought (Villegas &Lucas, 2002). This process would involve the construction and or selection of cases, the alignment of cases with teacher education, content, and the assesment and evaluation of cases. With the help one research assistant, the first author of this paper devoted three months, five days a week, to the design and implementation of her first PBL course. More over, when PBL was done in large classes, extra resource was required. Based on the the first author's initial experience, it was recommended that the instructor be trained in both the practice of PBL and in its scholarship. Ertmer and Simon (2006) offered several suggestion for implementing PBL, in teacher eduaction classes. These included to had students take on the role of the facilitator andreducing the number of the topic. While these strategies required significant planning, the authors contend that they also required a certain degree of facility with PBL, something

that students was unlikely to fully acquire, given the constraint of their degree requirements.

b.   Implementation Dip

According to Fullan (2001;1998), all succesful experience"implementation dip" as they move forward. He observed that its often assumed that, once an educational change had been implemented, the outcomes would be what was intended or articulated at the outset. But innovations, once impelemented, needed longevity to createlasting effects: it was only after an innovation has produced proven results, that it could be acknowledge as successful. Institutionalized success was not only measured in terms of staff's teacher capacity or revised institutional arrangements: it must brought measureable benefit to students.

Moreover, the teacher's role in PBL changes from being "the owner" and the dispenser of information, responsible for assesment, to a being facilitator of learning, supporting student agency (Helmo-Silver & Barrows,2006:2008). The PBL facilitator as seen earlier must adapted to many roles and must learned new ones. This process would require time and faculty professional development. Any difficult the teacher and the student both experience with these change beyond the initial period of the PBL should be addressed.

1.5   Description of the PBL Assignment

Students had two PBL assignment. The first was the ill structured problem they worked to solved the first day of the course. An ill structured problem was one that was messy and had many possible an swers. This problem, which was

designed and called "Blowin" in the wind, "demonstrated how PBL might be used in the participants' own classroom and modeled how to used local issues and current events as the basis of the problem.

The class member might have defined their problem for the week as, how can we as educators design a PBL unit for our own teaching situations in such away that:

1. We considered the needs of our learners, curriculum, and classrooms

2. The problem would hook our students

3. The problem fits the critical parameters of PBL (such as ill-structuredness)

4. We had our required design products completed by Friday and pass the course

5. We could implemented this problem in the fall (it was doable)

2. Writing

Writing was one of those four language skill, which is used as one medium to communicate with others in academic field, as well as in daily life. Langan (2001) stated that writing is a partical need to support their future carier.

2.1 Process of Writing

If the teaching of writing was decided into separate stages to reflected the various moments involved in the process of writing the perhaps may of the obstacles experienced by both students and teacher could be addressed. Writing practice in the classroom however, was often taken up for display purposes, to

asses if students have learned language structures taught in class and for the examination purposes. Here, the teacher was concerned with the final product of writing: an essay a report, an article or story based on standard models; that these met the standard english rhetorical style; and grammatically correct and organized in a conventional manner (Brown, 2001:335). Thus writing was apparently used to promoted language learning, through models, rather than to encourage creativity and communication and language acquistion. To an extent, student simply had to followed a structure that had been provided "copy" the main structure and filled in the rest depending on the context or writing task.

Process of writing might be a more affective method of teaching writing as it helped students to focused on the process of creating text through the various stages of generating ideas, drafting,revising, and editing.

2.2 The Purpose of Writing

McMahan, et al. (1996:8) mentions the purpose of writing as follows:

a. To express the writer's feeling

The writer wanted to expressed his feeling and thought the written form, as in a diary or a love letter. It is what is so called as exoressive writing.

b. To entertain the readers

The writer intended to entertained the readers thought written form,and he usually uses authentic materials. It was called as literaly writing.

c. To inform the readers

It is used to gave information or explained something to the readers. It was a kind informative writing.

d. To persuade the readers

The writer wanted to persuaded or convinced the readers about his opinion or concept or idea. It was called as persuasive writing. In addition, Byrne (1997: stated about the purpose of the writing: "it was helpful to kept in mind some of the many uses we were likely to made of writing." On a personal level, people used writing to made a note of something, for example shopping list, diaries, etc, and used to kept recorded of things to be remembered writing was also used message in the forms of letters, memos, and many kinds of writing to deliver the message from one others.

2.3 The Problem of Writing

For the most people, writing is considered as a difficult activity, both in the mother tongue and in a foreign language. There were three heading problems which were caused by writing according to Byrne (1997: 4-5):

a.   Psychological Problems

Writing was essentially a solitary activity and the fact that people was required to wrote on their own draft, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. Writers had no immediate feedback to let them know how they are doing and whether they should change their approach. There was no immediate interaction between the producer and the receiver.

b.   Linguistics Problems

Different from oral communication the language used in written language was either simplified (list, telegram, and note) or more elaborat and formal. In a foreign language this process were all the more difficult as there might be interference on a cultural level, not just the linguistics, between mother tongue and the foreign language.

c.   Cognitive Problems

Writing was learned though process of instruction. The written form of the language and certain structures, which was less used in speech, should be master and learned. The way to organized the ideas was also important for effective communication which had to be learned in writing.

2.3 Teaching Writing

Writing was an activity that produces something from mind becomes meaningful text or sentence. It has many purposes not only for media as expressing idea but also giving information. Therefore Indonesian students had to have good writing ability so that they could expressed their ideas in written form to gave information to the reader. One of the objectives of English language teaching was to give students an effective writing ability. Learning to wrote was a process of discovering and organizing the ideas, putting them on the paper and reshaping and revising them. Its meaned a process of finding and constructing the ideas in written form is called learning to write.

Therefore, writing becomes the most difficult lesson in the school since the students have to produced the text by using English. They have to wrote about what they thought in their mind and state it on a paper by using the correct procedure. However, writing was considered as the language skill which was least to be acquires. Besides, the teaching learning of writing skill in classroom had a little portion and even tends to be slighted. In fact, writing had some importants roles in human life, either in academic purposes or in other aspect of life.

2.4 Reason for Teaching Writing

The most important reason for teaching writing was that it was a basic language skill. Byrne (1997: 6-7) gave the reasons of teaching writing in early stages. Writing served a variety of pedagogical purposes as follows:

1. The introduction and practice of some forms of writing enables the learners to provide for different learning styles and needs. Some learners, especially those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in the language. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed.

2. Written work served to provided the learners with some tangible evidences that they are making progress in the language. It is not likely to be a true index of their attainment, but it satisfied a psychological need.

3. Exposure to the foreign language through more than one medium appears to able more effective than relying on a single medium alone.

4 Writing provides variety in classroom activities. It increases the amount of language contact through work that can be set out of class.

5. Writing is often needed for formal and informal testing. Approaches in Teaching writing .

There are some varieties of approaches in teaching writing which can be conducted by the teacher in the classroom.

2.5 Assessing Writing

One method that could be used in assessing writing was test. Testing writing skills was complex and something difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements (Heaton, 1991: 135). The following was varied skills necessary for writing good prose as suggested by Heaton (1991):

a.Language use: the ability to write correct and appropriate sentences.

b.Mechanical skills: the ability to use correctly those conventions peculiar to the written language, e.g. punctuation, spelling.

c.Treatment of content: the ability to think creatively and develop thoughts, including all irrelevant information.

d.Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively.

e.Judgment skills : the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an activity to select, organize, order the relevant information.

3. Recount Text

Recount Text was a text that tells the experience in past event. The purpose of recount text is to inform or entertain. There was no compication from the participant that differentiative from narrative. According to Knapp (2005) , recount text is basically it is written out to make a report about an experience series of related event. A recount is written out to inform an event or to entertain people. Recount text is text function as for telling an incident in the past.

Recount text was to tell " what happened". A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers (Siahaan and Shinoda,2008:9). Recount tells a series of event and evaluate their significance in some way. It is also give the audience a description of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

a.   **Constructing In Written Recount Text**

Boardman (2008:287) stated that steps for constructing of written recount text are:

a.   The first paragraph that give the background information what, who, where, and when. It is called on orientation

b.   A record of event usually recounted in chronological order, named;event,event 1, event 2, event 3

c.   A personal comment and or evaluate remarks, which are interspersed through out the record of events named evaluation

d.   A re- orientation which " rounds off" the sequences of events or retell about what happened in the end

3.1 The Description of Recount Text

a. Generic Structure

1. Orientation: Introducing the participant, time, location,

2. Sequence Events: The Incident that happened from the experience.

3.Re-Orientation: The feeling of writer from to the event

b. Language Feature of Recount Text

Barwick (1999;6) explains that language feature of recount text are

1.   Proper nount and pronoun identify people, animals or things. E.g Mr. Lawrence, the pronounn , his racquet, she

2.   Larger and more complex noun group build up description. e.g the long distance runner, Lioner Drill

3.   Word families are used to build topic information, e.g smoke signal, drums, telephone, and television

4.   Varied action verbs are use to build word chains. These may be synonyms, antonyms or repetition. e.g she jumped, she left. She crawled.

5.   Descriptive words added details about who, what, when, where and how. e.g last night in the Blue Crib restaurant, the irritated man angrily threw the broken off the stained table.

6. Adverb and adverbial phrases sequence events in time and indicate place. e.g in 1927 ,on 6 June 1824.

7. Technical (the thorax, the abdomen) and abstract language (beauty)are used to add crededence the text.

8. Texts are written in past tense to retell pass event. e.g she smiled.

9. Conjuction (when, but) to combine clauses and connectives sequence events (first, then, finally) etc.

10. Significant events are included and irrelevant details are excluded.

11. Quoted and reported speechles are used. e.g " we are off on an excursion tomorrow." Said Mrs Sheridan enthusiastically. Mrs Sheridan enthusiastically added that they would be going an a excursion the next day.

12. Evaluative language is used in factual and personal recounts.

13. Sentences should be structured with the focus on the important information at the begining. e.g the last trip he ever made was in 1990 they first entered.

14. The passive voice is used at times to allow the writer to leave out the person during at the action.

c. Types of Recount Text

According Barwick (1999:4-5) there are different types of recount with varying level of language and content according to the audience an purpose.

1. Personal Recount

A personal recount retells an activity that the writer or speaker has experienced. It has personal and emotive emotiions and anecdotes added and may

be take the form of an oral story, a letter or a diary or a entry. It is writtens in the first person using personal pronouns, I and We. Details of who what, when, where, and sometimes why are include but the sequence of recounting may change.

2. Factual Recount

A factual recount documents a series of events sequentially and evaluate their significance. This can be presented as a historical recount, science experiment, traffic, report sport report or in a film, television and video. At this stage recount involve detailed research about unfamiliar topics for which students should be using print and technological resources. Appropriate technical language, precise details of time, place, and manner and travelling with appropriate explanations and justification assists readers to accurately reconstrcut what happened. The focus is on language that shows the time sequence (before shifting, while they were, after a number) using evaluative language (importane, significance, influence, achievement). This recount it usually written in third person using pronoun he, she, and they. It may be written the passive voice.

3. Imaginary Recount

The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of details may be changed but who, what, when and where are still included. The literary recount is generally written in the first person using me or us, establishing a relationship betweem the writer and reader or speaker and listener, for example my diary as as child in space.

4. Procedural Recount

Procedural Recount record in an oral written from the sequential steps needed to achieve a result. This is written after the completion of a procedure. Procedural recounts are found in information books, television, films, and boos that explain how things were made. This focus us on the accurate order of sequence, the selection of the context language for the topic and use of time conjunction. Diagrams and drawings are often included to assist with the clarification of the stages.

5. Critical Recount

A critical recount looks at an issues and comments and evaluate negatives and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronological. It is generally written in the first or third person using me or we but may be written in the passive voice. For the example, a recount text explanation in Antartica may be crtically assess the damage caused to the enviromental and ecosystem by this explanation.

B. Relevant of Study

1. Tittle : *Improving English Writing Skill: A Case of Problem Based Learning*
Researcher: Ghulam Dastgeer, Dr Muhammad Tanveer Afzal
The finding of the research:

The result of the study showed that problem based learning was more effective than conventional lecture method for teaching english writing skill to the

secondary level student. The study is supported by the similar result found by Sojisirikul and Siriyothin leading the conclusion that Problem based learning was more effective as pedagogy for teaching english undergraduate. Dod found effectiveness of problem based learning in promoting knowledge acquisition and retention in the subject of biochemistry. Maxwell, Mergendoller and Bellisimo found problem based learning effective for learning economics, Gijbels et al made empirical and quasi experimental studies and concluded that generally the effect of problem based learning remained the different according to the levels of the knowledge structure being measured. Problem Based Learning had the most positive effect when the focal construts being assessed were at the level of understanding the principles that links concepts, the second level knowledge of structure.

2. **Tittle** *: Improving student's achievement in writing narrative text through problem based learning*

Researcher: Nur Hanna Sari Siregar

The result of research:

The result indicated there was an improvement on students' writing narrativ text achievement through problem based learning technique. It was supported by the fact that the mean of the score in every test increased. The mean in orientation test was 51,52, the mean of the test I (cycle I) was 39.61 and the mean of the test II (cyle 2) was 58,76. The qualitative data were taken from the interview sheets, diary notes, questionaire, and observation sheets which showed that students' participation in this study increased from meeting to meeting. Based

on the interview, the students admitted that their english teacher had never used problem based learning technique in teaching writing skill especially in writing narrative text. These data described the students' attention, enthusiastic, responses, and the participation was good during the research process.

For the first research showed that problem based learning was the one of method that could make be more effective than conventional method. And the second research show the degree of result of using problem based learning. From the two research above state that problem based learning could give the effect to the study and process learning. So the researcher take it as the method in students' writing ability in recount text.

B. Conceptual Framework

A recount text was the speaking or writing about past event or piece of text that retells past events, usually in the order which they happened. The aim of the text was to retell the past event or to tell someone's experience in chronological order.

The problem based learning was the applying learning which student had faced in writing abililty in recount text. It was all caused by some factors in generating idea. In problem based learning, the first thing appear was how the problem would be solved. This activity could help the student in writing recount text in order student thought that writing will be easy and excited . It would make them organize the writing based their experience by their own words.

Based on two reseachers above, so that the researcher wanted to developed of the research that related both of them with using the problem based learning as the method of students' writing ability.

D.Hyphotesis

Ha   :"There was a significant effect of applying problem based learning to the students' writing ability in Recount text

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time

This research was conducted at SMP Negeri 2 Tanjungbalai Jalan Anwar Idris during academic year 2019/2020.

B. Population and Sample

1. Population

The population of this research was taken from VII Grade students of SMP Negeri 2 Tanjungbalai, that consist of VIII-1= 30 Students and VIII-2 = 30 Students. So the entire of the students consist 60 students.

2. Sample

Cluster Random Sampling was used in this research. One class was selected as the sample.As the result, VII-1 was be taken as the sample of this research. The experimental group was caught by using applying problem based learning.

C. Research Design

The research was conducted by using experimental quantitative research. There was one group of student in this study. Namely one group pre –test post – test. The design was applied in order to investigated the effect of problem based learning on the students'writing ability in recount text.

Table 3.1
Reseach Design
One group Pre-Test Post Test Design

Sample	Pre – Test	Treatment	Post-Test
Experimental Group	0_1	Problem Based Learning (x)	0_2

Where:

0_1 : Pre Test before giving treatment

X : Treatment by using Problem Based Learning

0_2 : Post-Test after giving treatment

D. Instrument of Collecting Data

In collecting data,the written test was used in the research.. The written test was given which a clear really defined to the topic which motivated them to wrote. Therefore the sample asked to wrote recount text which recount text was a text that tells the experience in past events. The data of this study was collected by using a test. In collecting the data, pre test, treatment, and post test was used. The description of explanations are below:

a.Pre –Test

Before the treatment, a pre –test was administrated to the experimental group. The function of pre –test was used to find out the students' writing ability in recount text before having treatment. The pre –test was written test.

b.Treatment

The activities during the treatment was used problem based learning in teaching writing recount text in the experimental group.

c.Post-Test

After teaching it was given post test to the experimental group in order to see the result whether the method gave the effect or not. The test of pre-test and post test are same, they were written test.

E. Technique of Collecting Data

In collecting data, some steps were applied as follows:

1. Giving pre-test to the experimental group

2. Giving the treatment to experimental group by using problem based learning

3. Giving post-test to experimental group

4. Listing the score of pre –test and post –test into a table for the experimental group.

F. Technique of Analyzing Data

After collecting data from the test, the data was analyzed by using the test. The following procedure was impelemented to analyzed the data:

1. Finding the correlation of teaching method

$$Rxy = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \quad (n \sum y^2) - (y)^2)}$$

2.Determining T-test by formulation

$$t = \frac{r\sqrt{n^2}}{\sqrt{1 - r2}}$$

3.Testing linear regression

$$\hat{y} = a + b\,x$$

With:

$$\alpha = \frac{(\sum Y) - n(\sum x^2)(\sum X)(\sum Y)}{n(\sum x^2) - \sum(x)^2}$$

$$\beta = \frac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum x^2) - \sum(x)^2}$$

Where:

$\hat{y} = $ Individual work

$\alpha = constant$

$\times = independent\ variable$

$b = correlation\ Coefficient$

4. Finding the significant effect by formulation

D= r x y2 x 100 %

G. Statistical Hypothesis

In this research, statistical hypothesis was described the whether the hyphotesis accepted or rejected. The statistical hyphotesis formula was:

Ho: T-Critical <T-Table

Ha: T- Critical>T-Table

Where:

Ho: there was no significant effect applying problem based learning to the students' writing ability in recount text. (Hyphotesis was rejected)

Ha: There was a significant effect of applying problem based learning to the students' writing ability in recount text. (Hyphotesis was accepted)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A.Data Collection

The data of the study was obtained from the test score. There were two kinds of test of experimental group, pre-test and post-tet could be seen in appendix 5.

B.Data Analysis

Based on the result of the score of pre-test and post test (could be seen in appendix 6) finding the correlation between pre-test and post –test by using this formula:

1. Finding the Correlation of Method

$$Rxy = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \quad (n \sum y^2) - (y)^2)}$$

$$Rxy = \frac{30(140436) - (1747)(2390)}{\sqrt{30(103101) - (1747)^2 \, 30(191870) - (2390)^2}}$$

$$Rxy = \frac{4213080 - 4175330}{\sqrt{3093030 - 3052009)(5756100 - 5712100)}}$$

$$Rxy = \frac{37750}{\sqrt{(41021)(44000)}}$$

$$Rxy = \frac{37750}{\sqrt{1004924000}}$$

$$Rxy = \frac{37750}{42484,3}$$

$$Rxy = 0,8$$

2.Determining T-Test

After testing the correlation continued by determining T-Test.

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r2}}$$

$$t = \frac{0{,}8\sqrt{30-2}}{\sqrt{1-(0{,}8)}}$$

$$t = \frac{0{,}8\sqrt{28}}{\sqrt{1-0{,}64}}$$

$$t = \frac{0{,}8\sqrt{28}}{\sqrt{0{,}36}}$$

$$t = \frac{0{,}8\,(5.29)}{0{,}6}$$

$$t = \frac{4232}{0.6}$$

$$t = 7{,}0$$

3.Testing Linear Regression

y= a + b x

In finding y find the value of α and β with the following this formula

$$\alpha = \frac{(\sum Y)-n(\sum x^2)(\sum X)(\sum Y)}{n(\sum x^2)-\sum(x)^2}$$

$$\alpha = \frac{2390)(103101)-(1747)(2390)}{30\,(103101)-(1747)^2}$$

$$\alpha = \frac{246411390-4175330}{3093030-3052009}$$

$$\alpha = \frac{242236060}{41021}$$

$$\alpha = 5905{,}1$$

$$\beta = \frac{n\,(\sum XY) - (\sum X)(\sum Y)}{n(\sum x^2) - \sum(x)^2}$$

$$\beta = \frac{30\,(140436) - (1747)(2390)}{30(103101)(1747)^2}$$

$$\beta = \frac{4213080 - 4175330}{3093030 - 3052009}$$

$$\beta = \frac{37750}{41021}$$

$$\beta = 0{,}9$$

After finding the value of α and β , input the value and the finding as at the following :

Y= α + bx

Y=5905,1+ 0,9

4.Calculating Determination

D= r x y2 x 100 %

=(0,8)2 x 100 %

= 0,64 x 100 %

= 64 %

From the determination above it was known that the effect of applying problem based learning to the students' writing ability in recount text at SMP Negeri 2 Tanjungbalai was 81 % and 19 from the other factors.

C. Testing Hyphotesis

Ha: There was a significant effect of Problem Based Learning to the students' writing ability in recount text at SMP Negeri 2 Tanjungbalai.

Because T$tobserve$ > T$table$ or 7,0 > 17,01, Ha was accepted " The Effect of Applying Problem Based Learning to the students' Writing Ability in Recount Text at SMP Negeri 2 Tanjungbalai" and the percentage variable x toward the variable y or the effect Problem Based Learning to the students' writing abillity in recount text at SMP Negeri 2 Tanjungbalai 64 % and 36 % from the factor.

D.Finding

By consulting analyzing data, it was clearly stated that there was an effect of applying problem based learning to the students' writing ability in Recount Text. It was seen from the different of mean score of Pre Test and Post-Test in experimental class. They were 58,23 in Pre-Test and 79,66 in post test of experimental group. The mean of pre –test increases after applying problem based learning to the students' writing ability in recount text from 58,23 to 79,66.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, conclusion was drawn as the the following: There was a significant effect of applying problem based learning to the students' writing ability in recount text at SMP Negeri 2 Tanjungbalai which has proved by the result of of the score of pre –test before giving the treatment was 1838 and the post-test after treatment was 2812 and it was found that *Tobserve > Ttable* or 7,0 > 17,01. So the null hyphotesis (H0) was rejected and the alternative hyphotesis (Ha) was accepted.

B. Suggestion

Related of the conclusion, there were some suggestions should be put forward as the following:

1. The english teachers was expected to apply the Problem Based Learning to teach the skill of writing ability in Recount text at the class.

2. The students was expected to used Problem Based Learning as the way to write more easie and can arranged the good paragraph based on the generic sturucture, grammar, and vocabulary.

3. It was suggested for the other researcher to used problem based learning which could see result above as the benefit information that are related same cases

4. It was also suggested for the school management who always keep work to create the new method or way especially for the way of teaching bestly, not also to increase the teacher but it can be influenced forward skill student.

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APPENDIX 1

THE EXAMPLE OF RECOUNT TEXT

Orientation	Two days ago I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends.
	We start climbing at 8 p.m. It was so dark and we only used flashlight to get the way.
	I felt no worry because all of my friends were professional climber. I just followed their instruction
Events	We climbed slowly and enjoy the night there.
	After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m. early in the morning.
	We were not alone. There were a lot of people who reached that top before us.
	We waited the sun rises by cooking some food and making some hot drink to get back our energy. We sang some songs together, shared stories and got acquainted with people there.
	After seeing the sun raised, we had to go back home. Getting down the mountain was not as hard as the climbing process because we only spent a few energy and time even we had to be more careful to do this process.
	However, it was great experience i had ever done so far.
Re-Orientation	After all, that was my great experience I had ever have.

Source: www.gudang pelajaran.com

The Example of Recount Text

ORIENTATION	Three days ago, I went to the traditional market to buy some fruits and vegetables.
	In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to take closer and see.
	A few minutes later, police came and took him
SEQUENCES OF EVENT	I asked to the fruit seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky.
	Someone saw him and shouted loudly and suddenly some people roughed him up hardly.
RE ORIENTATION	It was a pity event and I hoped it would never happen again.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : **SMP Negeri 2 Tanjungbalai**

Mata Pelajaran : **Bahasa Inggris**

Materi Pokok : **Recount Text**

Kelas /Semester : **VIII**

Tahun Pelajaran : **2018/2019**

Alokasi Waktu : **2x40 menit**

A. KOMPOTENSI INTI

KI.1   Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2   Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI.3   Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4   Mengolah,   menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN

Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

1.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

1.3 Mengidentifikasi generic sturucture dari recount text

1.4 Membuat kalimat berdasarkan pengalaman events sehingga nantinya dapat disusun menjadi sebuah paragraf recount text

Indikator

1. Mengidentifikasi Generic strurctue dari Recount text

2. Menemukan pembagian introduction,events, and Re- orientation yang terdapat dalam text

3. Dapat membuat paragraf sederhana berdasarkan generic structure

C.   TUJUAN PEMBELAJARAN :

1. Siswa mampu mengidentifikasi berbagai kejadian kejadian berdasarkan text yang sangat sederhana

2. Menambah pengetahuan siswa dengan mengetahui makna kosakata baru yang terdapat dalam text

3. Siswa mampu membuat paragraf sederhana berdasarkan pengalaman yang telah mereka lalui

D.   MATERI PEMBELAJARAN

Teks lisan dan tulis sederhana dalam mengidentifikasi kosa kata pada

Fungsi sosial

Menjaga hubungan interpersonal dengan guru dan teman

Struktur teks

·   Penyebutan nama , tempat , latar dan lain lain (Introduction)

·   Penyebutan urutan kejadian

· Penyebutan akhir dari perjalanan apakah berakhir sad ending atau happy ending

Panjang teks: kurang lebih 15 kalimat.

Unsur kebahasaan

- Kata, ungkapan, dan tata bahasa dalam gambar.
- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Hal-hal yang memberikan pengetahuan tentang recount text berdasarkan pengalaman pribadi yang dapat dilihat dalam gambaran teks

E. METODE PEMBELAJARAN

Pendekatan : Problem Based Learning: Pembelajaran berdasarkan masalah

F. SUMBER BELAJAR

Buku LKS bahasa inggris kelas VIII

G. MEDIA PEMBELAJARAN

Teks

Infocus

H. LANGKAH-LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Kegiatan awal **(Problem Based Case) Kasus berdasarkan masalah**	1. Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa inggris *"Good morning, students"* agar *English Environment* dapat langsung tercipta. Setelah direspon, guru menanyakan keadaan siswa 2. Guru menanyakan kehadiran siswa dengan mengucapkan "Who is absent today?". 3. Setelah melakukan presensi, guru menanyakan nama beberapa siswa.	10 menit

	4. Guru mengajak siswa untuk menceritakan pengalaman liburan mereka yang telah berlalu dengan menulis di selembar kertas 5. Guru menekankan topik yang akan dipelajari yaitu tentang Recount Text	
Kegiatan Inti **(Learning Issues)**	**Mengamati** • Siswa mendengarkan serta mengamati guru dalam menjelaskan materi tentang generic structure Recount Text • Siswa dituntut untuk dapat mengklarifikasi tentang generic structure yang ada dalam recount text. • Siswa mampu menganalisis kejadian kejadian yang ada di pengalaman mereka dan menggolongkan nya terhadap apa yang guru jelaskan yaitu generic structure **Menanya** • Siswa diberi kesempatan untuk bertanya tentang materi pelajaran • Dengan bimbingan dan arahan guru, siswa menanyakan arti dari kata yang sulit yang terdapat dalam gambar **Mengumpulkan Informasi** • Membiasakan peserta didik menelaah dan menulis yang beragam kejadian kejadian yang mereka lalui pada saat liburan. Memfasilitasi peserta didik melalui pemberian Tugas-tugas, diskusi dan lain lain untuk memunculkan gagasan baru baik secara lisan maupun secara tulisan	60 menit

	• Memberi kesempatan untuk berfikir, menganalisis, menyelasaikan masalah bertindak tanpa rasa takut • Memfasilitasi peserta didik untuk menyajikan hasil kerja secara individual maupun kelompok • Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggan dan rasa percaya diri peserta didik **Mengasosiasi** • Memberikan umpan balik positif dan penguatan dalam bentuk lisan dan tulisan • Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam mengerjakan tugas-tugas yang telah diberikan oleh guru • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. **Mengkomunikasikan** • Beberapa siswa menunjukkan pemahaman mereka dengan menjawab pertanyaan dari guru • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi	

Kegiatan Akhir (**Problem Based Facilitator**)	1. Guru bersama siswa menyimpulkan materi yang sudah dipelajari 2. Guru memberikan pekerjaan rumah kepada siswa 3. Guru menginformasikan materi selanjutnya	10 menit

I. PENILAIAN

1. Sikap

   a. Teknik Penilaian : Tertulis

   b. Bentuk Instrumen : *Lembar Observasi*

No.	Indikator	Instrumen
1.	Menunjukkan perilaku santun dan percaya diri	- Pengamatan

   c. Rubrik penilaian dan pedoman penskoran

   Nama   : ....

   NIS   : ....

   Kelas   : ....

No.	Aspek Penilaian	Skor				
		1	2	3	4	5
1.	Kesantunan					
2.	Percaya diri					
3.	Ketekunan					
4.	Tanggung Jawab					
5.	Kedisiplinan					
6.	Kerjasama					
7.	Kejujuran					
	TOTAL SKOR					

   Keterangan: Skala penilaian sikap dibuat dengan rentang skor 1 sampai 5.
   1 = sangat kurang; 2 = kurang; 3 = cukup; 4 = baik dan 5 = amat baik.

2. Pengetahuan

   a. Teknik Penilaian : Tulisan danLisan

   b. Bentuk Instrumen :

Indikator	Instrumen

Mengungkapkan struktur teks	- Mengerjakan latihan berupa written test tentang pengalaman siswa

c. Rubrik Penilaian

Uraian	Skor
Penerapan teks benar, tata bahasa benar	4
Penerapan teks benar, tata bahasa kurang tepat	3
Penerapan teks tidak tepat, tata bahasa benar	2
Penerapan teks tidak tepat, tata bahasa kurang tepat	1
Tidak menjawab	0

d. Pedoman Penilaian

Skor Maksimal   =   4

Nilai   = $\underline{\text{skor perolehan}}$ x   100

skor maksimal

3. Keterampilan

a. Teknik Penilaian : Unjuk kerja

b. Bentuk Instrumen:

No.	Indikator	Instrumen
1.	Menuliskan recount text (written test)	1) Membacakan hasil karangan kegiatan yang telah diberikan

c. Rubrik Penilaian

Uraian	Skor
• Ungkapan yang digunakan sesuai, pengucapan/intonasi tepat.	3
	2
• Ungkapan yang digunakan sesuai, intonasi kurang tepat	1
• Ungkapan yang digunakan tidak sesuai	0
• Tidak mempraktikkan dialog	

d. Pedoman Penskoran:

Skor maksimum = 3

$$\text{Nilai} = \frac{SkorPerolehan}{SkorMaksimal} \text{X } 100$$

Mengetahui,   Medan,   Juni 2019

Kepala Sekolah   Guru Mata Pelajaran Bahasa Inggris

Sunar, S.Pd   **Mudrika Fitri**

APPENDIX 3

The Treatment to the Experimental Group

Experimental Group	
Teacher Activities	**Student Activities**
1. Teacher greeted students to open the class	1. There was a response
2. Teacher told to the students about learning activities	3. Students listened the learning objectives
4. Teacher introduced the material and explained to the students about the theory of recount text (defenition, generic structure, language feature, and grammatical)	5. The students listened the teacher 's explanation or teacher
6. The teacher guided the students and gave the pre –test to the student about written individual based on the experience	7. The student listened and write individually based on the experience
8. The teacher applied problem based learning by three steps. They were problem based cases, learning issues and problem	9. The students listened the teacher's explaining

based facilitator in order student could write the recount text	
10. The teacher asked the student to write recount text	11. Student paired with friends
12. The teacher collected students sheet and score	13. Student listened carrefully to teacher explanation
14. The teacher gave the post –test and the teacher ask the students to written	15. Students did the test and written the recount text
16. The teacher collected to the post-test	17. Students submiited their test to the teacher

APPENDIX 4

Written Test

The Test of Pre Test

1. Write your experience in a good paragraph in recount text!

The Test of Post Test

2. Write your new experience into good paragraph in structure recount text
3. Identify the generic structure from your text!

APPENDIX 5

The Criteria of Scoring Content

27-30	Excellent to very good : knowledge able substantive through development of topic sentence relevant to assigned topic.
22-26	Good to average : some knowledge able of subject adequate range-limited development of topic sentence mostly relevant to topic, but lack detail.
17-21	Fair to poor : limited knowledge of subject little substance in adequate development of topic.
13-16	Very poor : does not show knowledge of subject – not substantive not pertinent or not enough to evaluate.

The Criteria of Scoring Organization

18-20	Very good : exact word, effective word choice and usage, worked from mastery appropriate register.
14-17	Good to average : adequate range, occasional error of word, choice but meaning not or obscured.
10-13	Fair to poor : limited range, frequent error of words, choice usage meaning confused or obscured.

7-9	Very poor : essentially a translation knowledge of vocabulary, word form or not enough to evaluate.

The Criteria of Scoring Vocabulary

18-20	Very good : exact word, effective word choice and usage, worked from mastery appropriate register.
14-17	Good to average : adequate range, occasional error of word, choice but meaning not or obscured.
10-13	Fair to poor : limited range, frequent error of words, choice usage meaning confused or obscured.
7-9	Very poor : essentially a translation knowledge of vocabulary, word form or not enough to evaluate.

The Criteria of Scoring Language Use

22-25	Excellent to very good : effective complex construction few error argument, test, word other / function, articles, pronouns, preposition.
18-21	Good average : effective but simple, construction minor pr oblem to complex construction several errors of agreement, tense, number

	word order / function, article, pronoun, preposition but meaning seldom obscured.
11-17	Fair to poor : major problem in simple / complex construction frequent of errors of agreement, tense, number word order / function, articles, pronouns, preposition but meaning confused on obscured.
5-11	Very poor : virtually no mastery of sentence construction rules dominated by errors does not communicative or not enough to evaluate.

The Criteria of Scoring Mechanism

5	Excellent to very good : demonstrative mastery of conversation few errors spelling, punctuation, and capitalization, writing sentence.
4	Good to average : occasional errors of spelling, punctuation, capitalization writing sentence.
3	Fair to poor : frequent errors of spelling, function, capitalization writing sentences poor hand writing sentence poor hand writing meaning confused or obscured.
2	Very poor : no mastery of convention dominated by error of spelling, punctuation, and capitalization paragraph – hand writing not enough to evaluate.

The Scales of Qualitative and Quantitative

Skills	
Qualitative Form	**Quantitative Form**
Excellent to very good	90-100
Good to average	70-89
Fair to poor	30-69
Very poor	0-29

APPENDIX 6

Interview Sheet

No.	Questions	Yes	No
1.	Do you like studying English?		
2.	Do you think that writing English text is difficult?		
3.	Do you think writing is important?		
4.	Does your teacher explain the material clearly?		
5.	Are you able to understand the recount text from your teacher's explanation well?		
6.	Are you bored with the teacher's explanation?		
7.	Do you like problem based learning method?		
8.	Are you being able to understand to write the recount text after the teachers uses problem based learning method?		
9.	In this research, do you feel this method can improve your writing skill?		

10.	Do you have high motivation after the teacher uses problem based learning method?		

APPENDIX 7

The Score of Pre-Test and Post-Test of Experimental Group

NO	Students' Intial	Pre-Test	Post-Test
1	SP	60	80
2	SA	55	75
3	JA	60	85
4	SA	50	75
5	MR	53	78
6	LD	55	80
7	CM	60	70
8	CIP	50	70
9	HV	50	75
10	MZ	70	95
11	EA	60	85
12	AA	63	88
13	CA	60	85
14	LR	50	70
15	FL	50	70
16	MS	50	75
17	AD	50	75
18	NH	70	90
19	DR	73	93
20	DA	55	75
21	AF	65	85

22	IA	70	90
23	WS	55	75
24	AP	65	85
25	UD	55	75
26	ML	60	80
27	VA	55	73
28	JP	63	83
29	IS	60	80
30	RP	55	75
	Total Skor	**1747**	**2390**
	Means	**58,23**	**79,66**

APPENDIX 8

The Differences of Between of Pre-Test and Post Test of A Experimental Group

No	Student's Initial	Pre Test (X)	Post-test (Y)	X^2	Y^2	XY
1	SP	60	80	3600	6400	4800
2	SA	55	75	3025	5625	4125
3	JA	60	85	3600	7225	5100
4	SA	50	75	2500	5625	3750
5	MR	53	78	2809	6084	4134
6	LD	55	80	3025	6400	4240
7	CM	60	70	3600	4900	4200
8	CIP	50	70	2500	4900	3500
9	HV	50	75	2500	5625	3750
10	MZ	70	95	4900	9025	6650
11	EA	60	85	3600	7225	5100
12	AA	63	88	3969	7744	5544
13	CC	60	85	3600	7225	5100
14	LR	50	70	2500	4900	3600
15	FL	50	70	2500	4900	3600
16	MS	50	75	2500	5625	3600
17	AD	50	75	2500	5625	3600
18	NH	70	90	4900	8100	6300
19	DR	73	93	5329	8100	6789
20	DA	55	75	3025	5625	4125
21	AF	65	85	4225	7225	5525
22	IAP	70	90	4900	8100	6300
23	WS	55	75	3025	5625	4125
24	AP	65	85	4225	7225	5525

25	UD	55	75	3025	5625	4125
26	ML	60	80	3600	6400	4800
27	VA	55	73	3025	5329	4015
28	JP	63	83	3969	6889	5229
29	IS	60	80	3600	6400	4800
30	RP	55	75	3025	5625	4125
	Total Skor	**1747**	**2390**	**103101**	**191870**	**140436**

N= 30

$\sum x$= 1747

$\sum y$= 2390

$\sum x^2$=103101

$\sum Y^2$=191870

$\sum xy$=140436

APPENDIX 5

The Score of Pre- Test of Experimental Group

No	Intial's Name	The Indicator					The Score Pre-Test
		Cont	Organ	Voc	Lang	Mec	
1	SP	22	14	10	11	3	60
2	SA	15	16	17	5	2	55
3	JA	22	14	10	11	3	60
4	SA	16	9	9	11	5	50
5	MR	20	13	7	10	3	53
6	LD	18	12	10	12	3	55
7	CM	20	10	10	17	3	60
8	CI	13	10	12	13	2	50
9	HV	16	14	13	5	2	50
10	MZ	20	13	13	20	4	70
11	EA	22	14	10	11	3	60
12	AA	21	13	15	8	3	63
13	CC	15	12	10	20	3	60
14	LR	15	12	8	13	2	50
15	FL	14	13	8	13	2	50
16	MS	16	13	10	8	3	50
17	AD	14	14	8	12	2	50
18	NH	20	14	15	17	4	70
19	DR	21	13	13	20	3	73
20	DA	18	12	9	13	3	55
21	AF	21	17	13	11	3	65
22	IA	21	17	13	16	3	70
23	WS	20	10	11	11	2	55
24	AP	15	17	10	20	3	65
25	UD	17	13	9	12	4	55
26	ML	21	10	15	11	3	60
27	VA	21	14	7	11	2	55
28	JP	16	17	16	11	2	63
29	IS	15	14	12	17	2	60
30	RP	16	7	9	17	3	55

APPENDIX 6

The Score of Post-Test of Experimental Group

No	Intial's Name	The Indicator					The Score of Post-Test
		Cont	Organ	Voc	Lang	Mec	
1	SP	25	16	13	20	4	80
2	SA	20	20	14	18	3	75
3	JA	24	20	18	18	4	85
4	SA	21	17	17	15	5	75
5	MR	22	17	18	18	3	78
6	LD	22	18	17	20	3	80
7	CM	25	19	17	5	4	70
8	CI	18	17	15	15	4	70
9	HV	19	13	18	21	4	75
10	MZ	25	20	20	25	5	95
11	EA	18	20	19	25	3	85
12	AA	21	23	20	19	5	88
13	CC	16	21	20	25	3	85
14	LR	18	18	13	19	2	70
15	FL	17	10	16	25	2	70
16	MS	18	12	18	23	4	75
17	AD	16	13	20	21	5	75
18	NH	26	20	18	21	5	90
19	DR	20	19	20	26	5	93
20	DA	22	18	10	21	4	75
21	AF	27	18	17	19	4	85
22	IA	26	20	20	21	3	90
23	WS	20	17	20	15	3	75
24	AP	26	15	18	23	2	85
25	UD	25	20	15	13	2	75
26	ML	25	18	16	18	3	80
27	VA	26	20	17	11	2	73
28	JP	21	18	20	22	2	83
29	IS	25	14	19	17	5	80
30	RP	14	14	20	25	2	75

APPENDIX 9

RESEARCH SCHEDULE

No	Schedule	Month/Weeks						
		April 2019	May 2019	June 2019	Juli 2019	August 2019	Sept' 2019	October 2019
1	The Endorsement of Proposal	■						
2	Arranging proposal		■					
3	The guidance of Proposal			■				
4	Seminar of Proposal			■				
5	Revising of Proposal				■			
6	Research/ Thesis				■	■	■	
7	Trial of Meja Hijau							■

APPENDIX 10

DOCUMENTATIONS OF THE RESEARCH

The Students is making the good paragraph about recount text based on their experience (Pre-Test)

The Students is making the good paragraph about recount based on their experience (Post-Test)

Pre-Test

Name : Nurul Hidayah
Class : VIII - 1

Go to Parapat

Last holiday, my parents accompany us to *go* holiday we choose parapat as my trip. We rent a car for *one* days. In the arrival we *sing* the song and finally we *are* over *slept*. We *take* driver from the owner car.

The situation of parapat was fresh. We directly *go* take a bath. *Play* in the simple attraction, after that we *go* went go to sigale-gate. We *take* the photo, *get* the shopping. and my the food. We are to try.

This holiday was so interesting. We *can* *get* + gather write my family. I *thank* write my dad who always *give* the times for me and the family.

Corrected by rdf-

C : 20
O : 14
V : 15
L : 17
M : 4
―――
70

Nama : Syifa Putri Audia

Class : VIII - 1

Hi guys !. My name is Syifa, Two monts ago, Me and My Family and !
my family went to the Kisaran for holiday. In there,
we webs to the cinema, mall and delivered my
cousin to the islamic school. In there my cousin
stayed in that school. 60' Checked by put

At the mall, I bought the bags, shoes, books and etc.
I was very happy because I spend my holiday For
traveling with my family.

C : 22
0 : 14
V : 10
L : 11
M , 3
——
60

Nama : Cijintia Chika Aulia Lubis.

Class : VIII

My friends and I ✓₂

Last week, I and friends went to zoo. We went with used vehicle. In the zoo, I saw many animals like monkey, Elephant, Bird, Snake, Crocodile, Girafe, Bear, Goat, Rabbit. The zoo located in Medan city. I with my friends stayed in hotel in 2 days. After we went to the zoo, next we went to the carrefour to buyed some toys and book. I buyed a barbie doll, my friend selly buyed the guitar and zena buyed a puzzel. I was so happy because I can spend my holiday with my bestfrend.

C : 15
O : 12
V : 10
L : 20
M : 3
_____
60

Nama : Lia Ramadhani
Class : VIII

I go with my family yesterday to Medan.
Before that we prepared my things. We go in the
Morning by train. We buy tickets for two days.

Afternoon we arrived there in Medan.
We go to the mall buy clotches, watches,
and play games. At night I spend my time
to stay in front of grandmother is house.

I and My family was very happy
and want to comeback soon to Medan.

All the things put for Verb2

50

correctly

Room 2

Name : Muria Ramadani
Class : VIII - 1

My Holiday

A few months ago, my friends and I go
to the friends house. We use bycycle to there.
My friend bring mini chocolate, and me
bring the mineral water. the timer of
to the house is so long.

After we are In Sonia house, we decided
to take a rest and out my food. Sudden
ly Sonia go out from the house with
her mom. Her mom was so kind.
Her mom give the fried rice and juice.
Time so long and evening.
We are so happy and want to
come back again.

C : 20
O : 13
✓ : 7
L : 10
M : 3
___
53

Post-Test

Name : Cyintia Chika Aulia Lubis
Class : VIII

Last week, I and my friends named Selly and Zena went to the Medan city. In Medan city we visited the zoo and a shopping centre named carrefour. We spend the holiday in Medan for 2 days and we stayed in the hotel. We go to zoo and carepur by the vehicle.

In the zoo, we saw many animals, such as Elephant, Birds, Zebra, Snake, Crocodile, Girafe, etc. In the Carrefour, we bought some toys. I bought a barbie doll, Selly bought a magic sand, and Zena bought a puzzle.

It was my first time to go with my friends to spend our holiday together. I will never forget my experience and my friends.

Name : Nurul Hidayah
Class : VIII - 1

Go to Parapat

Last holiday, my parents accompany us to go holiday? We choose parapat as the destination trip. We rent a car for one days. In the arrival, we sung a song and we was over slept. We took the drivers from the owner of car.

In parapat, the situation was so fresh, We directly took a bath, played the simple attraction, laughed, for each others, after that we go to sigale-sigale and we took the photo, get the shopping and bought the foods and we are too buy clothes from parapat, bought the eyelash.

We was so tired but interesting. We could gather with my family. I thanked were my dad who always give the times for me and family.
→ re-orientation

C : 16
O : 21
V : 20
L : 25
M : 3
―――――
85

Nama : Syifa Putri Audia

Class : VIII - 1

Hi guys! My name is Syifa. Two months ago I and my family went to the Kisaran city for holiday. There, we went to the cinema, mall and the Islamic school to delivered my cousin.

At the mall I bought the bags, books and shoes. At the cinema I watch the movie " Beauty and the Beast ". I loved that movie because it was so excited movie.

My holiday was so adorabled, because I could spent my time with family and visited the nice city. I will never forget this holiday. and I will always memorized it in my heart and I hope I can go to Kisaran again next time.

C : 25
O : 16
V : 13
L : 20
M : 4
___
80

Name : Lia Ramadhani
Class : VIII-1

Yesterday I went to Medan. Before that we prepared my things. We went in the morning by train. We bought tickets for two days.

At 11.10 Afternoon, I and my family arrived in Medan. We went to Mall for shopping. We bought watches and played games. At night I spent my times to stayed in front of grandmother's house. My grandmother offered food, snack and drink to me and my family.

I and my family was so happy and could not forget the memories to Medan. My parents always accompany me to go to Medan.

O 18
V 13
L 19
M 2
70

Name   :   Muria Ramadani
Class   :   VIII - I

My Holiday

After the month ago, My friend and I went to the friends house. We took the bycycle to go there. My friend brought mini chocolate, fruits, like orange, avocado and I brought some foods like buah melaka.

After we arrived there, Sonia Go out from her home with the mom. They war friendly. Her mom war kind and brought some foodt again in front of us. We talked each other and laughed too. After that we decided to go swim until evening. After that we decided to buy pop mie. We brounght the smim clothes.

find New words -

C > 22
O ° 17
V : 18
L > 18
M : 3
―――――
78

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form : K-1

Kepada Yth : Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini :

Nama Mahasiswa	: Mudrika Fitri	
NPM	: 1502050168	
Program Studi	: Pendidikan Bahasa Inggris	
Kredit Kumulatif	: 136 SKS	IPK = 3,54

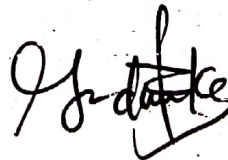| Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Applying Problem Based Learning to the Students' Writing Ability in Recount Text at SMP Negeri 2 Tanjungbalai	
	An Analysis Learning and Teaching Method For Disability Students	
	An Analysis The Function Of Modal Auxuliary In Short Story "The Man Who Stole The Stars" At SMK Negeri 1 Percut Sei Tuan	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 29 Maret 2019
Hormat Pemohon,

Mudrika Fitri

<u>Keterangan:</u>
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
     - Untuk Ketua/Sekretaris Program Studi
     - Untuk Mahasiswa yang bersangkutan

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya :

Nama Lengkap	: Mudrika Fitri
N.P.M	: 1502050168
Program Studi	: Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Applying Problem Based Learning to The Students' Writing Ability in Recount Text at SMP Negeri 2 Tanjungbalai	29 3 19

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Medan, 29 Maret 2019

Hormat Pemohon,

Disetujui oleh
Dosen Pembimbing

Fatimah Sari Siregar, S.Pd., M.Hum

Mudrika Fitri

Form K-2

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Mudrika Fitri
NPM   : 1502050168
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Applying Problem Based learning to the Students' Writing Ability in Recount Text at SMP Negeri 2 Tanjungbalai

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

1. Fatimah Sari Siregar,S.Pd,M.Hum *Acc 29/04-209*

Sebagai Dosen Pembimbing Proposal/RisalahMakalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 9 April 2019
Hormat Pemohon,

Mudrika Fitri

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
      - Untuk Ketua/Sekretaris Program Studi
      - Untuk Mahasiswa yang bersangkutan

Nomor   : 271   /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
               Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Mudrika Fitri
N P M   : 1502050168
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Problem Based Learning to The Students' Writing Ability in Recount Text at SMP Negeri 2 Tanjung Balai.

Pembimbing   : Fatimah Sari Siregar, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal :   15 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 10 Ramadhan 1440 H
         15 Mei   2019 M
                 Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi   : Universitas Muhammadiyah Sumatera Utara
Fakultas   : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama   : Mudrika Fitri
NPM   : 1502050168
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Effect of Applying Problem Based Learning to the Students'
                       Writing Ability in Recount Text at SMP Negeri 2 Tanjungbalai

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
19 Maret 2019	Revisi Judul	
28 Maret 2019	Acc Judul	
26 April 2019	Revision J (CHAPTER I)	
9 Mei 2019	Revision II (CHAPTER II)	
14 mei 2019	Revision III (CHAPTER III)	
16 mei 2019	APPENDICES, TABLE.	

Medan,   Mei 2019
Dosen Pembimbing

Diketahui oleh:
Ketua Prodi

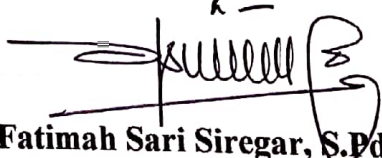(Mandra Saragih, S.Pd, M.Hum)   (Fatimah Sari Siregar, S.Pd, M.Hum)

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Mudrika Fitri

NPM : 1502050168

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Effect of Applying Problem Based Learning to the Students' Writing Ability in Recount Text at SMP Negeri 2 Tanjungbalai

Sudah layak diseminarkan.

Medan, Mei 2019
Dosen Pembimbing

Fatimah Sari Siregar, S.Pd, M.Hum

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini *kamis* .... Tanggal *24* .... Bulan *Mei* .... Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama	: Mudrika Fitri
NPM	: 1502050168
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Applying Problem Based Learning to the Students' Writing Ability in Recount Text at SMP Negeri 2 Tanjungbalai

No	Masukan dan Saran
Judul	✓
Bab I	Revise
Bab II	Revise
Bab III	grammar
Lainnya	Revisi
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(KHAIRI, S.Pd. M.Hum)

Dosen Pembimbing

(Fatimah Sari Siregar, S.Pd, M.Hum)

Panitia Pelaksana

Ketua

(Mandra Saragih, S.Pd, M.Hum)

Sekretaris

(Pirman Ginting, S.Pd, M.Hum)

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Mudrika Fitri

N.P.M   : 1502050168

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Effect of Applying Problem Based Learning to the Students' Writing Ability in Recount Text at SMP Negeri 2 Tanjungbalai

Pada hari Kamis tanggal 24 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan,   Juli 2019

Disetujui oleh:

Dosen Pembahas

Khairil, S.Pd, M.Hum

Dosen Pembimbing

Fatimah Sari Siregar, S.Pd, M.Hum

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

Nomor   : 4883/II.3/UMSU-02/F/2019   Medan, 22 Dzulqaidah 1440 H
Lamp   : ---   25 Juli   2019 M
Hal   : Mohon Izin Riset

Kepada Yth, Bapak/Ibu Kepala
SMP Negeri 2 Tanjungbalai
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Mudrika Fitri
N P M   : 1502050168
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Problem Based Learning to the Students'
                    Writing Ability in Recount Text at SMP Negeri 2 Tanjungbalai.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN. 0115057302

** Pertinggal **

PEMERINTAH KOTA TANJUNGBALAI
DINAS PENDIDIKAN
SMP NEGERI 2 TANJUNG BALAI

**Jl. Anwar Idris Kelurahan Bunga Bunga Tanjung Kecamatan Datuk Bandar Timur
Kota Tanjungbalai Pos 21367
Email : smpn2tanjungbalai@gmail.com**

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
NO: 421.3 / 236 / SMPN2 / 2019

Yang bertanda tangan di bawah ini, Kepala Sekolah SMP Negeri 2 Tanjungbalai menerangkan bahwa:
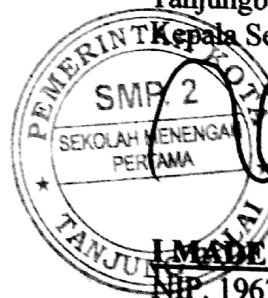
Nama   : MUDRIKA FITRI
NIM   : 1502050168
Perguruan Tinggi : UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Program   : PENDIDIKAN BAHASA INGGRIS
Judul Penelitian : The Effect of Applying Problem Based Learning to the Students'
                   Writing Ability in Recount Text at SMP Negeri 2 Tanjungbalai.

Mahasiswa tersebut di atas, telah melaksanakan Penelitian di SMP Negeri 2 Tanjungbalai dari tanggal 31 Juli s/d 7 Agustus 2019.

Demikian informasi Surat Keterangan ini kami buat, untuk dipergunakan sebagaimana mestinya.

Tanjungbalai, 07 Agustus 2019
Kepala Sekolah

I MADE NUADA, M.Pd
NIP. 19670610 199103 1 003

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap   : Mudrika Fitri

N.P.M   : 1502050168

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Effect of Applying Problem Based Learning to the Students' Writing Ability in Recount Text at SMP Negeri 2 Tanjungbalai

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,   Juli 2019
Hormat saya
Yang membuat pernyataan,

Mudrika Fitri

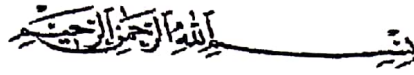Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap	:	Mudrika Fitri
N.P.M	:	1502050168
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Applying Problem Based Learning to the Students' Writing Ability in Recount Text at SMP Negeri 2 Tanjungbalai

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 24, Bulan Mei, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan,   Juli 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI
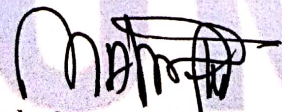**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JL. Kapten Muchtar Bashri No. 3 Medan 20238Telp. (061) 6619056
Website. http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

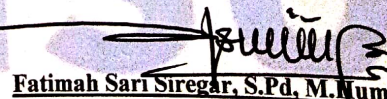|		
Perguruan Tinggi	:	Universitas Muhammadiyah Sumatera Utara
Fakultas	:	Keguruan dan Ilmu Pendidikan
Nama	:	Mudrika Fitri
NPM	:	1502050168
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effect of Applying Problem Based Learning to the Students' Writing Ability in Recount Text at SMP Negeri 2 Tanjungbalai

Tanggal	Materi Bimbingan	Paraf	Keterangan
6/9 - 2019	Appendix, chapter 4 - 5		
10/9 - 2019	Revise of Chapter 4-5		
5/9 - 2019	Revise of chapter 1, 4,		
20/9 - 2019	Abstract		
29/9 9	Acc		

Medan,   September 2019

Diketahui Oleh:
Ketua Program Studi
Pendidikan Bahasa Inggris

Dosen Pembimbing

Mandra Saragih, S.Pd, M.Hum   **Fatimah Sari Siregar, S.Pd, M.Hum**

CURRICULUM VITAE

PERSONAL DETAIL

Name   :Mudrika Fitri

Age   : 21 years old

Place/Date of Birth   : Tanjungbalai/ 30th January 1998

Sex   : Female

Nationalities   : Indonesian

Address   : Jl. Anwar Idris Lik. IV

Phone Number   : 082267408015

E-mail address   : mutdrika1@gmail.com

Parents' Name

Father   : Bustoni Sitorus

Mother   : Syatiroh

EDUCATIONAL BACKGROUD

A. Formal Education

1. Elementary School at SDN 010011 from 2003 – 2009.

2. Junior High School at SMP Negeri 1 Tanjungbalai from 2009 – 2012

3. Senior High School at SMA Negeri 1 Tanjungbalai 2012 – 2015

4. Bacherlor's Teachers and Education at University of Muhammadiyah Sumatera Utara (English Department, Faculty of Teachers Training and Education) from 2015 – 2019

Mudrika Fitri