

**THE EFFECT OF PROBLEM BASED LEARNING TOWARD  
STUDENTS' CRITICAL THINKING IN WRITING  
NEWS ON EDUCATION**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
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## ABSTRACT

**ULFA YULANDA. 1302050097. " The Effect of Applying Problem Based Learning Toward Students' Critical Thinking in Writing News On Education. Skripsi. English Education Program of Faculty of Teachers' Training and Education Muhammadiyah Sumatera Utara. Medan 2017**

This study deals with the effect of applying problem based learning toward students' critical thinking in writing news on education. The objective of the study was to investigate whether problem based learning significantly effect the students' writing achievement. The population of this research was the second year students of SMP PAB 8 Sampali, in academic year 2016/2017. The number of population was 60 students and the researcher was taken VIII-I as the sample. This study was conducted by using an experimental research design. The experimental group was given treatment by applying problem based learning .The instrument of the research was an written test. The test given to students aimed to collect the data sporting the students ' mastery in writing. The t-test formula was impelmented to find out the t-observed value of this research showed that the t-observed hypothesis of this research. The result of this rese arch showed that the t-observed value was greater than the t-table in which tobs was 9,69 and ttable 2,05 in  $\alpha = 5\% = 0.05$ . It shows that  $t_{obs} > t_{table}$  ( $9,69 > 2,05$ ). The hyphotesis was accepted. It means that there was any significant effect of applying problem based learning toward students' critical thinking in writing news on education. Total of significant effect was 77,44% and 22,56% from the factor.

**Key Word: Problem Based Learning Toward Students', Critical Thinking, Writing News, Education**

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## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	<b>i</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>ii</b>
<b>TABLE OF CONTENTS</b> .....	<b>v</b>
<b>LIST OF TABLES</b> .....	<b>viii</b>
<b>LIST OF APPENDIXES</b> .....	<b>ix</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. The Background of the Study.....	1
B. The Identification of the Problem .....	4
C. Scope and Limitation .....	4
D. The Formulation of the Problem.....	4
E. The Objectives of the Study.....	4
F. The Significance of the Study .....	4
<b>CHAPTER II REVIEW OF LITERATURE</b> .....	<b>6</b>
<b>A. Theoretical Framework</b> .....	<b>6</b>
1. Description Problem Based Learning .....	6
1.1Steps of Problem Based Learning .....	7
1.2 Advantages of Problem Based Learning .....	8
1.3 Deficiency of Problem Based Learning.....	9
2. Definition of Critical Thinking .....	9
2.1 Characteristics of Critical Thinking.....	10

2.2 Why teach Critical Thinking .....	12
3. Description of Writing.....	12
3.1 The Process of Writing .....	13
3.2 Writing and Revising Drafts .....	14
4. Description of News.....	15
4.1 Elements of News.....	16
4.2 Type of News .....	17
5. Classroom Success News .....	18
6. Education.....	19
<b>B. Conceptual Framework .....</b>	<b>21</b>
<b>C. Hypothesis .....</b>	<b>21</b>
<b>CHAPTER III METHOD OF RESEARCH.....</b>	<b>22</b>
A. Location and Time .....	23
B. Population and Sample.....	23
C. Research Design.....	24
D. The Instrument for Collecting the Data .....	27
F. The Technique of Analyzing the Data.....	30
G. Statistical Hypothesis .....	32
<b>CHAPTER IV DATA COLLECTION AND DATA ANALYSIS.....</b>	<b>32</b>
A. Data Collection .....	32
B. Data Analysis.....	38
C. Testing Hypothesis.....	43

D. Finding .....	43
<b>CHAPTER V CONCLUSION AND SUGGESTIONS.....</b>	<b>42</b>
A. Conclusion.....	44
B. Suggestions.....	44
<b>REFERENCES</b>	
<b>APPENDIX</b>	



## LIST OF TABLES

Table 3.1 Population and Sample of Research.....	27
Table 3.2 Research Design for Experimental Group.....	28
Table 3.3 Treatment in Experimental Group .....	29
Table 4.1 The Score of Pre-test and Post-test of Experimental Group...	35
Table 4.2 The Calculation Table of Experimental Group .....	37

## LIST OF APPENDICES

Appendix 1	Lesson Plan.....	49
Appendix 2	Test Items .....	65
Appendix 3	Answer Keys.....	78
Appendix 4	Answer Sheet of Experimental Group .....	79
Appendix 5	Attendance List .....	85
Appendix 6	Permohonan Persetujuan Judul Skripsi .....	87
Appendix 7	Form K-1 .....	88
Appendix 8	Form K-2 .....	89
Appendix 9	Form K-3 .....	90
Appendix 10	Berita Acara Bimbingan Proposal .....	91
Appendix 11	Berita Acara Bimbingan Skripsi.....	92
Appendix 12	Permohonan Perubahan Judul Skripsi.....	93
Appendix 13	Lembar Pengesahan Hasil Seminar.....	94
Appendix 14	Surat Pernyataan Plagiat.....	95
Appendix 15	Surat Keterangan.....	96
Appendix 16	Surat Permohonan Izin Riset .....	97
Appendix 17	Surat Balasan Riset .....	98
Appendix 18	Curriculum Vitae .....	99

# CHAPTER 1

## INTRODUCTION

### **A. The Background of The Study**

English is an international language and spoken by many people in the world. English is an important language in the world. Many activities use English as a communication tool such as business activities, scholarship and culture. There are four basic skills that have to be achieved, namely listening and reading as receptive skills, and speaking and writing as productive skills. Among the four skills of English, writing is one of the four skills that are important to have in our daily life that's why it is very important to study it.

Writing is one of four language skills besides listening, speaking and reading that should be taught to students. According to Pardiyo (2006) states that in writing, the students are encouraged to focus on accurate language use and language development. The objective of teaching writing is to help students learn how to write in various genres. Writing is one of language skills which is very important to learn. Through writing students can share information, ideas, experiences, feelings and thoughts to others. They can convey their ideas in their mind by organizing them into a good text.

Based on researchers experienced in PPL program in grade VIII of SMP PAB 8 SAMPALI MEDAN, it was found that students have low achievement in writing skills especially in writing news on education. It was caused by some problems. First, the students were required to be able to understand and critical

thinking in writing news well. But in reality, the students were still confused if they were asked to write news on education. They did not know how to begin and how to write. Second, some students were difficult to choose the word convey their ideas in writing because they were lacked of vocabularies, the students found it difficult to make sentences and the students spent a great deal of time in copying models rather than expressing their own ideas creatively in writing. it could be assumed that teachers had important role to assist the students in overcoming the problem of students achievement in writing news on education. They also thought that writing news on education was a boring activity. It was caused the teacher only used conventional methods when teaching news on education. researcher could make writing enjoyable for students by using a variety of activities, approaches, methods, strategies, and techniques. So researcher should be able to choose a suitable method in order to create a better, interesting and communicative teaching and learning process. Based on the explanation above, the researcher was interested in applying PROBLEM BASED LEARNING (PBL) Model

. Problem Based Learning (PBL) is expected to achieve a set of competencies in students Practice learning with problem based learning to change direction learning interaction teacher- centered to learning allow students actively involved in learning activities in the classroom. Learning with problem based learning can take place if the teacher to design and implement learning activities that begin by giving the problem to the students. Teacher serves as a facilitator, mediator who presents the problem and scaffolding which required students to

construct knowledge required. The problems are expected to be used in the classroom helps students to conduct investigations. The investigative process can motivate students to engage actively construct knowledge needs and foster a positive attitude toward learning. Students taught by problem based learning has intrinsic high level of interest, can interpret tasks, using elaboration as learning strategies, can think critically, have faith and be metacognitive independent learners (Sungur & Tekkaya, 2006: 307). Theoretically problem based learning is a teaching strategy which enable students to achieve a high level thinking skills, increase the positive attitude of students towards subjects, improving selfconcept students and motivate students to learn.

Based on description of problem based learning and writing news on education above, the reseacher choose problem based learning model to teach writing because this model made students become more confident, active, can think critically, and independent in writing class. Through the motivation, got active and they could avoid the boredom of the conventional teaching method, besides this method could lead the students to write better. those were the reasons why the reseacher used Problem Based Learning model to be implemented in writing class of junior high school. It was expected to help the student junior high school to be more enthusiastic in learning writing.

This is the reason why te reseacher chose the research **entitled ‘ The Effect of applying Problem Based Learning toward Students’ Critical Thinking in Writing News on Education.**

## **B.The Identification of the Problem**

Based on the background of the research, the problems will be identified as followed:

- 1 . The students still had low achievement in writing news on education
2. The students were bored and not interested while teaching and learning process in writing news on education.
3. The students does not know to write news well

## **C. The Scope and Limitation**

The scope of this study was writing skill. The limitation is focused on applying problem based learning toward students' critical thinking in writing news on education, especially news on education

## **D. The Formulation Of The Problems**

The problem of this study were formulated as follows:

1. Is there any effect of problem based learning toward students' critical thinking in writing news on education?

## **E. The Objectives of the Study**

The objectives of the study were:

1. To find out the effect of problem based learning toward students' critical thinking in writing news on education?

## **F.The Significance Of The Study**

The finding of this research are expected to be useful theoretically and practically:

**1.Theoritically**

- a. As reference for those who concerned with teaching English to help their process variety of teaching method, especially teaching method in writing
- b. b.being as one of the references for the next studies in relation to the writing skill.

**2.Practically**

1. English teacher, to use various strategies in teaching witting news on education like applying problem based learning
2. The students, to improve their writing skill by knowing the aspect of writing
3. Other researcher, who is interested in conducting the same field of research.

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

#### **A. Theoretical Framework**

In conducting a research, theories are needed to explain some concept or term applied in the research concerned. Some terms are used in this research and they need to be theoretically explained. In the following part, theoretical of the term used would be presented.

#### **1. Description Problem-Based Learning**

Life synonymous with face problems. Model this learning to train and develop the ability to solve problems that oriented on authentic problems of actual life students. For stimulate thinking high skills. The condition which still must be maintained on is a conducive atmosphere, open, negotiation, and democratic.

Problem Based Learning (PBL) or problem-based learning is a teaching model that is characterized by the existence of a real problem as the context for the students to learn critical thinking and problem-solving skills as well as gaining knowledge (Duch, 1995). According to Finkle and Torp (1995) Problem based learning curriculum development and teaching system simultaneously develop problem-solving strategies and the basic knowledge and skills by placing the learners in an active role as problem solver daily unstructured with well. Two the above definition implies that PBL a learning atmosphere that is directed by a problem of everyday.



Based on the theory developed barrow, Min Liu (2005) describe the characteristics of PBL, namely:

- a. Learning is student-centered

PBL learning process in more focused to the students as the belajar. Therefore, pbl supported by constructivist theory in Doron's where students can develop their knowledge own.

- b. Authentic problems form the organizing focus for learning

The issues presented to the students is a matter of authentic so that students are able and easy to understand the problem so that students are able to easily comprehend such problems and can apply them in their professional lives later.

- c. New information is acquired through self-directed learning

In the process of solving problems students might not know and understand all the prerequisite knowledge that students are trying to find themselves through their source, either dri books or other information.

### **1.1. Steps**

- a. Teachers explain learning objectives.explained the logistics required. motivate students to engage in problem solving activities selected.
- b. Teachers help students learn to define and organize tasks related to the issue ( specifying topics, tasks, schedules, etc.)
- c. Teachers encourage students to collect appropriate information, experiment to get an explanation and problem solving, data collection, hypotheses, and solving problems

- d. Teachers help students in planning and preparing an appropriate work such as reports and help them various tasks to the theme.
- e. Teachers help students to reflection or evaluation of their investigations and the processes they use.

### **1.2. Advantages**

- a. Students encouraged to have the ability to solve problems performance real situation.
- b. Students have the ability to build his own knowledge through learning activities
- c. Learning focuses on the problems that matter that has nothing to do do not need to be learned by the students. This reduces the burden of students memorizing or storing information
- d. Scientific activity occurred in students through group work
- e. Students accustomed to using knowledge sources, either from a library, internet, interviews, and observations
- f. Students have the ability to assess their own learning progress
- g. Students have the ability to conduct scientific communication performance discussion or presentation of their work
- h. Difficulty learning student learning can be addressed through group work in the form of peer teachin

### **1.3. Deficiency**

- a. PBL can not be applied to any part of the material pelajaran.ada active role preformance teacher presents the material. PBL more suitable for learning that requires certain abilities relation to problem-solving
- b. In a class that has a high level of diversity of students that there will be difficulties in the distribution of tasks

## **2. Definition of Critical Thinking**

Critical thinking is the process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion. Critical thinking ability is possibly nurtured by PBL, through the process of problem solving, particularly within group brainstorming sessions (O'Grady and Alwis, 2002; Wee, 2004).

When examining the vast literature on critical thinking, various definitions of critical thinking emerge. Here are some samples:

- a. "Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" (Scriven, 1996 ).
- b. "Most formal definitions characterize critical thinking as the intentional application of rational, higher order thinking skills, such as analysis, synthesis, problem recognition and problem solving, inference, and evaluation" (Angelo, 1995, p. 6 ).

- c. "Critical thinking is thinking that assesses itself" ( Center for Critical Thinking, 1996b ).
- d. "Critical thinking is the ability to think about one's thinking in such a way as 1. To recognize its strengths and weaknesses and, as a result, 2. To recast the thinking in improved form" (Center for Critical Thinking, 1996 ).

Perhaps the simplest definition is offered by Beyer (1995) : "Critical thinking means making reasoned judgments. Basically, critical thinking is a disciplined manner of thought that a person uses to assess the validity of something (statements, news stories, arguments, research, etc.).

## **2.1 Characteristics of Critical Thinking**

The characteristics of critical thinking involves asking questions, defining a problem, examining evidence, analyzing assumptions and biases, avoiding emotional reasoning, avoiding oversimplification, considering other interpretations.

Another characteristic of critical thinking identified by many sources is metacognition. Metacognition is thinking about one's own thinking. More specifically, "metacognition is being aware of one's thinking as one performs specific tasks.

In the book, Critical Thinking, Beyer elaborately explains what he sees as essential aspects of critical thinking. These are:

- a. Dispositions: Critical thinkers are skeptical, open-minded, value fair-mindedness, respect evidence and reasoning, respect clarity and

precision, look at different points of view, and will change positions when reason leads them to do so.

- b. **Criteria:** To think critically, must apply criteria. Need to have conditions that must be met for something to be judged as believable. Although the argument can be made that each subject area has different criteria, some standards apply to all subjects. " an assertion must be based on relevant, accurate facts, based on credible sources, precise, unbiased, free from logical fallacies, logically consistent, and strongly reasoned.
- c. **Argument:** Is a statement or proposition with supporting evidence. Critical thinking involves identifying, evaluating, and constructing arguments.
- d. **Reasoning:** The ability to infer a conclusion from one or multiple premises. To do so requires examining logical relationships among statements or data.
- e. **Point of View:** The way one views the world, which shapes one's construction of meaning. In a search for understanding, critical thinkers view phenomena from many different points of view.
- f. **Procedures for Applying Criteria:** Other types of thinking use a general procedure. Critical thinking makes use of many procedures. These procedures include asking questions, making judgments, and identifying assumptions.

## **2.2. Why Teach Critical Thinking?**

See students as too often being passive receptors of information. Through technology, the amount of information available today is massive. This information explosion is likely to continue in the future. Students need a guide to weed through the information and not just passively accept it. Students need to "develop and effectively apply critical thinking skills to their academic studies, to the complex problems that they will face, and to the critical choices they will be forced to make as a result of the information explosion and other rapid technological changes" (Oliver & Utermohlen ).

As mentioned in the section, Characteristics of Critical Thinking , critical thinking involves questioning. It is important to teach students how to ask good questions, to think critically, in order to continue the advancement of the very fields we are teaching. "Every field stays alive only to the extent that fresh questions are generated and taken seriously" (Center for Critical Thinking, 1996 ).

Beyer sees the teaching of critical thinking as important to the very state of our nation. He argues that to live successfully in a democracy, people must be able to think critically in order to make sound decisions about personal and civic affairs. If students learn to think critically, then they can use good thinking as the guide by which they live their lives.

## **3. Description of writing**

Writing is one of the most important skill to obtain in learning language besides listening, speaking, reading and writing. Writing is far more enjoyable

when it is carried out seriously and efficiently. According to Arrol ( 2001 ) writing is one of the most powerful communication tool that share thoughts and ideas for the rest of life. Siahaan ( 2008 ) argues that writing is the skill of writer to communication information to a reader or group readers. Brown( 2003 ) says that writing was skill that was the exclusive domain of scribes and scholar in educational pr religious institutions.almost every aspect of everyday life for common people was carried out orally. Business transactions, records, legal documents, political and military agreements all were written by specialist whose vocation it was to render language into the written word.

From the definition above, the researcher concludes that writing means a skill of writer to express their ideas.thoughts and feeling in written language to support communication activity. Based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill,the teaching and learning process of writing needs to be done well with develop input and effectivities. As a result, researcher needs to consider the teaching of writing skill well based on their students' needs, ability and capacity.

### **3.1. The Process of Writing**

According Djuroto (2003: 38), the type of news seen from the presentation there are three kinds, the stages of writing process as following:

#### A. Prewriting

1. Narrowing a topic : when given a free choice of topics and can write about something interested in, then must narrow the topic to a particular aspect of that general subject.
2. Brainstroming : for ideas can get started writing more quickly and save in the later stages of the writing process

#### B. Planning (outlining)

1. Making sub list : the first step toward making out line is to devide the ideax in the ‘‘sommunication proble’’ list further into sub list and to cross out any items that don’t belong or that aren’t useable.
2. Writing the topic sentence : finally write a topic sentence is the most general sentences in a paragraph.

- C. Outlining : an outline is a formal paln for a paragraph.in a outline wire doen the main ponts and sub points in the order in which you plan to write about them.

### **3.2 Writing and Revising Drafts**

1. Writing the first rough draft:a) write down the topic sentences and nderline it b) skip one or two lins per line of writing and leave margins of one inch on both side paper ) write the paragraph,following the outline as closelt as



possible, try writing steadily. Don't hesitate to add ideas that aren't in the outline.

2. Revising Content and Organization: A) read over the paragraph carefully for a general overview. B) check to see that you have achieved your stated purpose
3. Proofreading the Second draft: a) check over each sentence for correctness and completeness: no fragments and no choppy or run-on sentences.  
b) check over each sentence for a subject and a verb, subject-verb agreement, correct verb tense, etc. c) change the vocabulary word as necessary

#### **4. Description of News**

News is reporting about facts or ideas, which can attract the reader's attention, because something extraordinary, important, includes human interest side like humor, emotion and tension. According to (Dean M. Lyle Spencer) News is a fact or an idea which was to attract the attention of most of the readers. News is the new information or information about something that is happening, is presented through print, broadcast, internet, or word of mouth to a third person or people.

News is a report on an event. According to Charniey (2001), news is delivered quickly report of an incident that is factual, important, interesting, and involves the interests of many people. He further said that the news is a report current events are important to convey to the public good. News is very important

for us to know the development of the world by reading the news or listening to the news presented by the media of information, both print and electronic media.

#### **4.1. Elements of news**

According to Dean M. Lyle Spencer, in his book "News Writing", arguing that the "news can be defined as a fact or idea is right to draw the attention of most readers. The elements of the news that is 5W + 1H (What, Who, Why, When, Where and How), meaning:

- a. What is going on?
- b. Who (Who).
- c. Who was involved in the incident?
- d. Why (why).
- e. Why the event or it can happen?
- f. When (when).
- g. When did the incident occur?
- h. Where (where).
- i. Where the events occur?
- j. How (How).
- k. How did these events occur?

1. Elements Currents. This means that the news should have an element of novelty, news, and just happened. In the news has always shown the

events that just happened or the development of a case that is being warmly discussed and discussed by the public.

2. Factual Elements. News should display case - the original thing, actually occurred, and not engineering. This is because the news will be watched or read by millions of people's eyes.
3. Important Elements. News which was published should contain the essential elements which are public information. The essential elements include news about important people, such as child marriage news president. In addition, it contains important information that is needed by the community, such as increases in fuel prices or the initial decision fasting.
4. Interesting Elements. In a packed news, must be as attractive as possible so that the public's attention, totally focused on the news being made. Typically, the news published related to a current event or public figure.

#### **4.2. Types of news.**

As for some kind of news in journalism according penyiannya that exist today :

- a. Straight News: A live news, written in brief, straightforward and candid. Generally, the majority part of the front page of the newspaper containing news like this. Kind of a straight news story is divided into two kinds, which include:

1. Hard news.

A news article that has more value, quality and updated. Because it is so important it should soon be delivered and diketauhi by society. Usually contains a special nature or can be about events that occur suddenly.

2. Soft news.

A support news, soft news and news value under hard news.

b. depth news

An in-depth news, the news was developed in depth and aim to further raise an issue in more depth.

c. Investigation news.

Was news that was developed based on research or investigations conducted from a variety of sources. Investigation depth news news almost similar, the difference in depth news only report events occur yan deeply alone.

d. Interpretative News.

Is developed with the news and opinion research conducted by the author.

e. Opinion news.

Is the news of someone's opinion. For example the opinion of students, officials, experts on an incident or event.

## 5. Classroom Success News

Preparing for the unknown The rapid pace of innovation means we must be in a continuous state of improvement and growth. As parents, community

leaders, entrepreneurs and educators, we have to empower students to succeed and participate in the creation of a world we can't anticipate.

To achieve this, we need to:

1. Accept that the pace of change in our world is going to continue to be rapid, and all aspects of our lives including education will continue to evolve.
2. Create non-punitive school cultures that place value on what we learn from our mistakes.
3. Promote collaboration among adults and students. We can all learn from one another, no matter our professions or experiences.

## **6 .Education**

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves.

Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy. According to Ahmad D. Marimba (2001) believes that education is the guidance or leadership consciously by educators there was development of physical and spiritual well-educated towards the establishment of a major personality.

Education is commonly divided formally into such stages as preschool or kindergarten, primary, school, secondary school and then college, university, or apprenticeship. A right to education has been recognized by some governments, including at the global level: Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights recognizes a universal right to education. In most regions education is compulsory up to a certain age.

Problem Leaking, UN Repeated ?

[Latest News] Jakarta - The leaking of national examinations for junior high schools was held on Wednesday, April 23, 2015 is great news for the implementation of the exam this year. Minister of Education, Anies Baswedan said that perpetrators who leaked exam questions have been investigated. He explained that the perpetrators of the leaks will be processed in accordance with Article applicable law.

From the results of the verification conducted by the Centre for Educational Assessment (Puspendik) Balitbang Kemendikbud, found as many as 30 out of 11 730 booklets about uploaded to the Internet illegally. After getting the report, the Minister of Education to coordinate with the Ministry of Communication and Information to block Google links which contain illegal content. Coordination was made with Google's side in an attempt to block such content.

Suspected leaks about the UN involves elements of the printing state of Indonesia is a place designated to print all national exam questions. A search was

conducted internally by the printing press to find the mastermind behind these events.

Leaking about the UN is still a consideration of the Minister of Education to hold a re-examination or not. But most likely is that the test will not be repeated, it is based on considerations regarding the cost of making a sizeable problem.

### **B. Conceptual Framework**

Considering the aims of teaching English stated in the School Based Curriculum that the students should be able to communicate both in written or oral language, the researcher is convinced that the students should master the four English skills. In regard with it is statement, writing is one of the basic skills that should be mastered by the students. Writing is usually considered as a complex activity because there are many elements included in it, such as grammar, sentence structure, vocabularies and the type of texts that should also be understood by the students.

That is why, problem based learning as the method can give critical thinking students and motivation them in achieving the writing well. So it expects that problem based learning toward students in teaching writing could be affect toward students critical thinking in writing on education

### **C. Hypothesis**

Based on the explanation from the theoretical and conceptual framework above, the hypothesis can be formulated as follows:

**H<sub>a</sub>** : There is a significant effect of problem based learning toward the students' critical thinking in writing news on education.

**H<sub>o</sub>** : There is no a significant effect of problem based learning toward the students'critical thinking in writing news on education.



## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location and Time**

This research was conducted at SMP PAB 8 Sampali Medan at jalan Pasar Hitam No. 69 Kecamatan Percut Seituan. The research taken from November 2016 until February 2017.

#### **B. Population and Sample**

##### **1. Population**

The population of this research is in VIII-1 grade students of SMP PAB 8 Sampali Medan in academic year 2016/2017, which consist of two classes which VIII-1 consist of 30 students, and VIII-2 consist of 30 students, so the total population are 60 students.

##### **2. Sample**

According sugiyono (2016 : 81) state that sample is piece of the total or characteristic which are belong of that population sample in this research are students class VIII-1 that consist of 30 students which taken by purposive sampling technique. Purposive sampling technique is based on certain consideration. In this research, the researcher choose the class VIII-1 as an experimental group.

**Table 3.1**  
**Population and Sample of the Research**

<b>No</b>	<b>Classes</b>	<b>Population</b>	<b>Sample</b>
<b>1</b>	VIII-1	30	-
<b>2</b>	VIII-2	30	30
<b>Total</b>		60	30

### **C. Research Design**

The study was conducted by using experimental design. This experimental design is to show whether using the great problem based learning was better technique for the students in learning writing. The sample of this study is experimental group that was taught by using problem based learning. It can be seen from the following table:

**Table 3.2**  
**Research Design for Experimental Group**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
<b>Experimental</b>	√	Problem based learning	√

Based on the table 3.2 experimental is the class which receive by using problem based learning in teaching writing.

## 1. Pre Test

Pre – test is administrate to sample before doing the treatment. Pre – test was give to experimental group. It is used to measure students' ability before applying the treatment. Pre – test consist of writing news

## 2. Treatment

**Table 3.3**

**Treatment in Experimental and control group**

Meeting	Experimental group
First	<ol style="list-style-type: none"> <li>1. The researcher greet the students to open the class.</li> <li>2. Researcher give pre-test to the students.</li> <li>3. Researcher collecting the answer sheets of students.</li> <li>4. Researcher was calculated the score.</li> </ol>
Second	<ol style="list-style-type: none"> <li>1. Researcher distributed material</li> <li>2. Researcher give explanation and examples about writing news on education</li> <li>3. Researcher asks the students to write a text news on education.</li> <li>4. Researcher asks the students to search or read in internet the article about news on education.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Researcher asks the students to discuss articles that have been taken by students and choose topic interesting..</li> <li>6. Researcher asks the students to use problem based learning to find the right answer and get the clear information.</li> </ol>
Third	<ol style="list-style-type: none"> <li>1. Same as the second meeting but different in exercises.</li> </ol>
Fourth	<ol style="list-style-type: none"> <li>1. Researcher was given direction related to the post-test.</li> <li>2. Researcher give post-test to the students.</li> <li>3. Researcher was collected the answer sheets of the students.</li> <li>4. Researcher was calculated score.</li> </ol>

### 3. Post – Test

After giving the treatment, the post – test was conducted. This post – test was the final test in the research, especially in measuring the treatment, wheather it was significant or not, after conducting the post – test, there was scores. The scores became the data. The data was analyzed to find out the effect of applying problem based learning toward students' crtical thinking in writing.

#### **D. The Instrument for Collecting the Data**

The data of this research was collected by applying written news on education test. In the test the students wrote news on education based on the topic given by the researcher. The indicator used to score the students' answer sheet was based on the theory, there are five indicators in writing. They are content, organization, vocabulary, language test, and mechanics. The researcher explained purpose of the news on education and the students asked to write news on education according to the steps that had been practice by learning based Problem Based Learning. it will give to experimental group

$$Score = \frac{Total\ of\ true\ answers}{Total\ of\ question} \times 100\%$$

To know the students' mastery in writing there were five components to score it (Heaton,1998), They are:

##### **1. Content**

The scoring of the content depends on the students' capability to write their ideas and information in the form of logical sentences.the criteria of scoring content are given below:

30-27	Excellent to very good: for student with some knowledge of subject adequate or range limited development.mostly relevant of topic sentences but lack of details.
-------	--

26-22	Good to average: for student with some knowledge of subject adequate range omitted but lack details.
21;17	Fair to poor: When a student with limited some knowledge of subject, little substance inadequate development of subject.
13-16	Very poor: a student does not show knowledge of subject,non substantive not patient-or not enough to evaluate.

## 2.Organizations

The organization refers to the students' ability to write ideas, information in good logical order. The topic and supporting sentences are clearly stated.

20-18	Excellent to very good: where a student is ready provide fluent expression,idea clearly stated,sentences are organized logical sequencing.
17-14	Good to average: somewhat choppy,closely,organized but than main ideas stand out, limited support, logical but incomplete sequencing
13-10	Fair to poor: non-fluent ideas, confused or disconnected, lack logical sequence and development
9-7	Very poor: not communicate,no organization or not enough to evaluate.

## 3.Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. The criteria for scoring the vocabulary will be given as follows:

20-18	Excellent to Very Good: a student with sophisticated range, effectively word from imitative appropriate register.
14-17	Good to Average: adequate range, frequent errors of words, choice, usage, meaning confused or obscured
13-10	Very poor: lack of essential translation, knowledge of English vocabulary, idioms, words, form not enough to evaluate.
9-7	Very poor: lack of essential translation, knowledge of English vocabulary, idioms, words, forms not enough to evaluate.

#### 4. Language Use

Language use refers to the students' ability in writing the sentences simple, complex or compound sentences correctly and logically. It also refers to the ability to develop agreement in the sentences and some other words, such as nouns, adjectives, verbs and the time signals

25-22	Excellent to very good: effective complex construction, few errors of agreement, tense, word order/function, articles, pronoun, Preposition
21-18	Good to average: some effective complex construction frequent errors the use of sentences element.
17-11	Fair to poor: major problems in simple/complex construction frequents of errors of negotiations, agreement, tense, etc.
10-5	Very poor: usually no material of sentences construction rules dominated by errors, not enough to evaluate.

## 5.Mechanism

Mechanics refers to the students ability in using words appropriately: using function correctly, paragraph and the text can be raed correctly. The criteria of scoring the mechanics are given below:

5	Excellent to very good: demonstrated mastery of convention, few errors in speling, punctuation and capitalization and paragraphing.
4	Good to Average: occasionally errors in , punctuation, Capitalization, paragraphing but meaning is obscured
3	Fair to poor: frequents errors of spelling, punctuation, and capitalization, writing sentences.
2	Very Poor: no mastery of conventional dominated by errors of speling ,punctuation and capitalization, paragraphing, hand writing ,illegible-or not enough to evaluate.

## E.Technique of Collecting The Data

There are several steps that was used as follows:

1.Applying pre-test to experimental group

2.Applying Treatment

Teaching presentation ( Treatment ) provide to students by using Problem Based Learning

3.Providing post-test to experimental group

4.scoring the test writing.



## F. The Technique of Analyzing The Data

1. Scoring the students' answer for correct answer and the wrong answer.

$$\text{Score} = \frac{\text{true items}}{\text{members of item}} \times 100$$

2. Tabulating the students score in Pre-test and Post-test.
3. Calculating the total score post-test in experimental group.
  - a. Determining coefficient  $r^2$  by formulation (Sugiyono 2010)

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

- b. Determining T – test by formula (Sugiyono)

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-(r_{xy})^2}}$$

Where:

t = t - test

n = total sample

1 = number constanta

r = correlation of product moment

c. Testing linier regression ( Sugiyono)

$$y = a + bx$$

$$\bar{y} = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

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

Where:

Y = the prediction score

a = constanta or if X = 0

b = regerasi coefficient

X = variable independent score

N = total of sample

$\sum x$  = total score of post test

$\sum y$  = total score of pre-test

$\sum xy$  = total summary of pre-test and post-test

d. Calculating Determinasi

$$D = (r_{xy})^2 \times 100\%$$

### G. Statistical Hypothesis

Ha : Problem Based Learning is effective toward students' critical thinking in writing news on education.

Ho : Problem Based Learning is not effective toward students' critical thinking news on education.

**CHAPTER IV**  
**DATA AND DATA ANALYSIS**

**A. DATA COLLECTION**

The data collection of this research was derived from the students' written tests. The students' scores were obtained from their content, organization, vocabulary, language use and mechanics. The experimental group was given the pre-test and post-test in the form of written text. The results of the pre-test and post-test of the classes were presented in the following tables:

**Table 4.1**  
**The Pre-Test Score of Experimental Class**

NO	Students' Initial Names	The Pre-test					
		C	O	V	LU	M	Total
1	AS	15	10	9	10	1	45
2	AWR	12	10	9	9	2	42
3	AA	10	10	9	9	2	40
4	AP	10	10	8	9	1	38
5	AK	20	15	10	9	1	55
6	BR	18	10	10	10	2	50
7	BP	10	10	8	9	1	38
8	DPAS	10	5	5	5	1	26
9	DRF	10	9	8	8	1	36

<b>10</b>	<b>EK</b>	<b>15</b>	<b>10</b>	<b>9</b>	<b>10</b>	<b>1</b>	<b>45</b>
<b>11</b>	<b>IK</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>2</b>	<b>34</b>
<b>12</b>	<b>IWL</b>	<b>12</b>	<b>10</b>	<b>9</b>	<b>9</b>	<b>2</b>	<b>42</b>
<b>13</b>	<b>ISH</b>	<b>18</b>	<b>12</b>	<b>12</b>	<b>10</b>	<b>1</b>	<b>50</b>
<b>14</b>	<b>JAR</b>	<b>12</b>	<b>10</b>	<b>9</b>	<b>9</b>	<b>2</b>	<b>42</b>
<b>15</b>	<b>AA</b>	<b>15</b>	<b>10</b>	<b>9</b>	<b>10</b>	<b>1</b>	<b>45</b>
<b>16</b>	<b>LI</b>	<b>15</b>	<b>10</b>	<b>10</b>	<b>19</b>	<b>3</b>	<b>57</b>
<b>17</b>	<b>MAD</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>3</b>	<b>48</b>
<b>18</b>	<b>MJ</b>	<b>20</b>	<b>12</b>	<b>12</b>	<b>10</b>	<b>1</b>	<b>52</b>
<b>19</b>	<b>MRS</b>	<b>12</b>	<b>10</b>	<b>9</b>	<b>9</b>	<b>2</b>	<b>42</b>
<b>20</b>	<b>MJR</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>9</b>	<b>2</b>	<b>40</b>
<b>21</b>	<b>MS</b>	<b>20</b>	<b>12</b>	<b>12</b>	<b>10</b>	<b>1</b>	<b>52</b>
<b>22</b>	<b>MAD</b>	<b>20</b>	<b>12</b>	<b>13</b>	<b>10</b>	<b>2</b>	<b>54</b>
<b>23</b>	<b>NC</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>9</b>	<b>2</b>	<b>40</b>
<b>24</b>	<b>OSN</b>	<b>18</b>	<b>12</b>	<b>12</b>	<b>10</b>	<b>1</b>	<b>50</b>
<b>25</b>	<b>RTA</b>	<b>20</b>	<b>15</b>	<b>10</b>	<b>9</b>	<b>1</b>	<b>55</b>
<b>26</b>	<b>RR</b>	<b>20</b>	<b>12</b>	<b>12</b>	<b>15</b>	<b>1</b>	<b>60</b>
<b>27</b>	<b>RA</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>14</b>	<b>3</b>	<b>48</b>
<b>28</b>	<b>RP</b>	<b>20</b>	<b>12</b>	<b>13</b>	<b>10</b>	<b>2</b>	<b>54</b>
<b>29</b>	<b>SDL</b>	<b>12</b>	<b>10</b>	<b>9</b>	<b>9</b>	<b>2</b>	<b>42</b>
<b>30</b>	<b>SFA</b>	<b>18</b>	<b>12</b>	<b>12</b>	<b>10</b>	<b>1</b>	<b>50</b>

The data of this research, the names of the students'(sample) and the students' scores in the pre test of the experimental group can be seen in the table 4.1 above. The data in the table 4.1 showed that the highest score of the pre test in the experimental group was 60 and the lowest was 26

**Table 4.2**

**The Post-Test Score of Experimental class**

NO	STUDENTS'	The Post-test					
	Initial Names	C	O	V	LU	M	Total
1	AS	25	18	20	19	3	85
2	AWR	24	16	20	19	3	82
3	AA	22	18	20	17	3	80
4	AP	22	18	19	19	3	80
5	AK	25	20	20	21	4	90
6	BR	24	20	20	19	4	87
7	BP	24	16	20	19	3	82
8	DPAS	20	17	18	18	2	75
9	DRF	22	20	17	17	2	78
10	EK	24	19	20	20	3	84
11	IK	24	17	15	19	2	77
12	IWL	22	18	19	19	3	80
13	ISH	25	20	20	21	4	90
14	JAR	24	19	20	21	4	85

15	AA	24	20	19	20	4	87
16	LI	24	20	20	19	4	87
17	MAD	24	19	20	21	4	85
18	MJ	20	19	19	21	3	90
19	MRS	23	19	18	19	3	82
20	MJR	23	19	18	19	3	82
21	MS	24	20	19	20	4	87
22	MAD	24	20	20	19	4	87
23	NC	23	20	19	19	2	83
24	OSN	25	20	20	21	4	90
25	RTA	24	20	19	20	4	87
26	RR	25	20	20	21	4	90
27	RA	21	18	19	21	3	82
28	RP	24	19	20	21	4	85
29	SDL	22	17	19	19	3	80
30	SFA	24	20	19	20	4	87

The data of this research, the names of the students' (sample) and the students' scores in the post-test of the experimental group can be seen in the table 4.2 above. The data in the table 4.2 showed that the highest score of the post test the experimental group was 90 and the lowest was 75.

#### D. Data Analysis

Based on the table presented above, the following tables 4.1 and 4.2 were the differenced scores of pre-test and post-test in the experimental group. The table 4.3 below is the correlation of product moment.

**Table 4.3**

#### The Calculating of Pre-Test and Post-Test of the Experimental Class

<b>N</b>	<b>Students'</b>					
<b>O</b>	<b>Initial Names</b>	<b>X</b>	<b>Y</b>	<b><math>x^2</math></b>	<b><math>y^2</math></b>	<b><math>\Sigma xy</math></b>
1	AS	45	85	2025	7225	3825
2	AWR	42	82	1764	6724	3444
3	AA	40	80	1600	6400	3200
4	AP	38	80	1444	6400	3040
5	AK	55	90	3025	8100	4950
6	BR	50	87	2500	7569	4350
7	BP	38	82	1444	6724	3116
8	DPAS	26	75	676	5625	1950
9	DRF	36	78	1296	6084	2808
10	EK	45	80	1764	6400	3360
11	IK	34	77	1156	5929	2618
12	IWL	42	80	1764	6400	3360
13	ISH	50	90	2500	8100	4500
14	JAR	42	85	1764	7225	3570

15	AA	45	87	2025	7569	3915
16	LI	57	87	3249	7569	4959
17	MAD	48	85	2304	7225	4080
18	MJ	52	90	2704	8100	4680
19	MRS	42	82	1764	6724	3444
20	MJR	40	82	1600	6724	3280
21	MS	52	87	2704	7569	4524
22	MAD	54	87	2916	7569	4698
23	NC	40	83	1600	6889	3320
24	OSN	50	90	2500	8100	4500
25	RTA	55	87	3025	7569	4785
26	RR	60	90	3600	8100	5400
27	RA	48	82	2304	6724	3936
28	RP	54	85	2916	7225	4590
29	SDL	42	80	1764	6400	3360
30	SFA	50	87	2500	7569	4350
		$\Sigma x$ 1372	$\Sigma y$ 2526	$\Sigma x^2$ 64458	$\Sigma y^2$ 213186	$\Sigma xy$ 116332



**The result of calculated the Pre-Test and Post-Test Score:**

$$\begin{aligned}\sum x &= 1372 & \sum x^2 &= 64458 & \sum xy &= 116332 \\ \sum y &= 2526 & \sum y^2 &= 213186 \\ N &= 30\end{aligned}$$

1. Based on the table 4.3 preseted above, the correlation of product moment was calculated as follows :

$$\begin{aligned}r_{xy} &= \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \cdot \{n \sum y^2 - (\sum y)^2\}}} \\ r_{xy} &= \frac{30 \cdot 116332 - 1372 \cdot 2526}{\sqrt{\{30 \cdot 64458 - 1372^2\} \cdot \{30 \cdot 213186 - 2526^2\}}} \\ r_{xy} &= \frac{3489960 - 3465672}{\sqrt{\{1933740 - 1882384\} \cdot \{6395580 - 6380676\}}} \\ r_{xy} &= \frac{24288}{\sqrt{\{51356\} \cdot \{14904\}}} \\ r_{xy} &= \frac{24288}{\sqrt{765409824}} \\ r_{xy} &= \frac{24288}{27666,04} \\ r_{xy} &= 0,88\end{aligned}$$

Next, the T-test was calculated as follows:

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-(r_{xy})^2}}$$

$$t = \frac{0,88\sqrt{30-2}}{\sqrt{1-(0,88)^2}}$$

$$t = \frac{0,88\sqrt{28}}{\sqrt{1-0,7744}}$$

$$t = \frac{0,88 \times 5,29}{\sqrt{0,2256}}$$

$$t = \frac{4,65}{0,48}$$

$$t = 9,69$$

$$t_{observed} = 9,69$$

Based on the calculating of t-observed, it was found that t-observed was 9,69 and based on the level of significant of 0,05 with the the degree of freedom 28 ( N-2 )=30-2 = 28, t-table was 2,05

Which :

$$H_a = t_{observed} > t_{table} = 9,69 > 2,05$$

## 2. Testing Linear Regression

$Y = a + bX$  where a and b is getting by :

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

$$b = \frac{30 \times 116332 - 1372 \times 2526}{30 \times 64458 - (1372)^2}$$

$$b = \frac{3489960 - 3465672}{1933740 - 1882384}$$

$$b = \frac{24288}{51356}$$

$$b = 0,47$$

$$\bar{y} = \frac{\sum y}{n} - b \frac{\sum y}{n}$$

$$\bar{y} = \frac{2526}{30} - \mathbf{0,47} \frac{2526}{30}$$

$$\bar{y} = 84,2 - 0,47 \times 84,2$$

$$\bar{y} = 84,2 - 39,574$$

$$\bar{y} = 44,63$$

$$Y = 44,63 + 0,47X$$

It means that, for each addition of 1% applying problem based learning toward students' critical thinking in writing news on education in the amount of 0,47%

3. Determining the percentage of the effect of x variable toward y variable using determination formulation :

$$D = (r_{xy})^2 \times 100\%$$

$$D = (\mathbf{0,88})^2 \times 100\%$$

$$D = 0,7744 \times 100\%$$

$$D = 77,44 \%$$

It means that the effect of applying problem based learning toward students' critical thinking in writing news on education was 77,44% and 22,56% was influenced of other factor.

### **A. Testing hypothesis**

The formula of t-observed and t-table of t-critical were applied to test the hypothesis. Based on the calculating of t-observed, it was found t-observed was 9,69 and t-table 2,05. It means that t-table at the level of significant 0,05 with the degree of freedom (df) 28. Based on this, it is conducted that alternative hypothesis ( $H_a$ ) is accepted . It means that there is significant effect of applying problem based learning toward students' critical thinking in writing news on education.

### **B. Findings**

When the cooperative technique was used in the experimental group, most of students' feel happy and they enjoy writing news on education, especially by applying problem based learning.

After calculating the previous data by using t-observed formula, it showed that the critical value was 9,69 , after seeking the table of df shows that df was 28 ( $N-2$ ) =  $30-2 = 28$ . It shows that t-table was 2,05 . Based on the data t-observed > t-table (  $9,69 > 2,05$  ). It means that, null hypothesis was rejected and alternative hypothesis was accepted it means that, there was a significant effect by applying problem based learning toward students' critical thinking in writing news on education . Total of significant effect was 77,44% and 22,56% from the factors.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the data analysis and the end of this research, it was found that problem based learning can cause a positive effect on the students' achievement in writing which was proven from the result of the test. The findings were that the final hypothesis was  $t_o = 9,69$   $t_t = 2,05$   $\alpha = 0,05$  at  $df = 30-2$  28 students. So, the researcher could know that is  $t_o$  higher than  $t_t$  that is  $9.69 > 2,05$  or  $t_o > t_t$ . So it means the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis  $H_0$  was rejected. From research finding. It was found that applying problem based learning toward students' critical thinking in writing news on education. Total of significant effect was 77,44 and 22,56% from other factors.

#### B. Suggestions

1. The students could enrich their knowledge in writing news on education by using problem based learning (pbl), beside they found it easy to write a text news. It also made they active learning process
2. Hopefully the finding of this research is beneficial for the improvement of teaching english for other researchers.
3. English teachers are able to make useful variation in teaching writing especially writing news on education.



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