

HALAMAN PENGESAHAN SKRIPSI

THE EFFECT OF USING PROBLEM-BASED LEARNING (PBL) MODEL  
TOWARDS STUDENTS' RECOUNT TEXT WRITING SKILLS AT SMP  
METHODIST-9 MEDAN

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Language is a tool for human communication and interaction. Language itself includes both spoken and written. With language, humans can express their feelings, ideas, and thoughts. Language is used to express ideas and convey messages (Istiqomah, 2017). As an international language and a quite popular language, English plays a crucial role in facilitating communication between countries with different languages. It serves as a common language for international communication. English has historically been considered a second language. But in other regions of the world, English is a foreign language (Iverson & Dervan, 2022). English is also used in many aspects, such as politics, sports, health, and the others. This is what makes English one of the subjects studied at school.

English is a mandatory subject in Indonesian schools, taught as a foreign language from elementary to university. The curriculum covers pronunciation and the meaning of words, making it similar to learning the native language in Indonesia. Learning English at school is aimed at developing four skills in English, namely listening, reading, speaking, and writing. These four skills are divided into two parts, namely productive skills and receptive skills (Harmer, 1987).

There are four skills are learned in English, namely writing, reading, speaking, and listening. Writing plays an important role in English. In general, writing means to express ideas and opinions. Writing is an essential skill in the English language. Writing is an essential skill in the English language. As such, it's crucial to develop this skill alongside other language abilities. It involves creating unique and coherent written content that is recorded graphically (Emig, 2020). Furthermore, Writing is one of the four fundamental skills of the English language and serves as a means of communication for delivering written messages (Pratiwi, 2016)

Teaching writing is the most challenging language skill to master because it requires careful thought to process words, ideas, and thoughts. "Writing is difficult, and very few people can write an essay in an adequate form in one sitting," according to Fair and Winch. Several variables contribute to this, and one of them is the student's need for more enthusiasm in English classes. Many students believe that their lack of proficiency in the language makes English harder to learn. Furthermore, the fact that English is not the pupils' first language also contributes to their difficulties in speaking the language.

Based on the researcher's experience when she was in the Teaching Practice Program/*Praktek Pegalaman Lapangan (PPL)* at SMP Methodist 9 Medan, the researcher found that the students lacked in writing. Several factors influence the weak writing ability of students. First, teachers have not fully applied the recommended models in learning, thus reducing student motivation in learning and this results in weak student writing skills. Second, teachers do not

use the teaching media provided to help the learning process so again this makes student motivation very lacking. The next issue affects students' weak writing skills here is that the learning model has been suggested in the curriculum is not fully implemented. In the current independent curriculum, learning is no longer teacher-centered but student-centered. Students' weaknesses in writing can also be seen through the low test scores of students who barely meet the Minimum Completeness Criteria.

**Table 1. 1 Writing Recount Text Pre Test**

<b>No</b>	<b>Students</b>	<b>C(30)</b>	<b>O(20)</b>	<b>V(20)</b>	<b>G(25)</b>	<b>M(5)</b>	<b>Total(100)</b>
1.	NS	13	8	8	5	2	36
2.	HT	13	7	9	7	2	38
3.	JS	13	8	10	7	4	42
4.	PS	19	14	15	13	3	64
5.	DN	17	14	12	15	3	61
6.	YS	13	8	9	7	2	39
7.	FY	19	14	15	11	4	61
8.	RS	17	10	13	11	2	53
9.	MH	14	8	8	7	2	39
10.	GA	15	8	9	7	3	42
11.	WZ	13	9	8	7	3	40
12.	PA	13	8	8	5	2	36
13.	FJ	15	8	7	5	3	38
14.	RH	14	9	9	5	3	40
15.	ADR	13	7	8	7	3	38
16.	GB	13	8	8	5	2	36
17.	EZ	13	9	9	5	3	39
18.	AG	14	10	13	11	4	52
19.	DN	13	9	8	5	2	43
20.	EL	13	8	9	5	3	38
<b>Total</b>		287	184	195	150	55	875
<b>Average</b>		14.35	9.2	9.75	7.5	2.75	43.75

**Table 1. 2 Classification Score**

<b>No</b>	<b>Score</b>	<b>Classification</b>
1.	86 - 100 %	Excellent
2.	71 - 85 %	Good
3.	56 - 70 %	Fair
4.	41 - 55 %	Poor

The preliminary test results show that students' writing skills, especially in writing recount texts at SMP Methodist-9 Medan are still low. This is indicated by the percentage that only reached 43.75%. The researcher found that the students were not able to put their ideas into writing. So that they have not been able to achieve the desired value.

To deal with the problems mentioned above, the problem-based learning model is introduced as one of the learning models where the learning is not only centered on the teacher but on the students. Problem-based learning is an educational model in which the learning process begins with a problem. This model utilizes real-life problems as the basis for teaching students, intending to develop their knowledge, critical thinking, and problem-solving skills (V.A.R. Barao, et al., 2022). The specific organization determines the type of problem (David, T. J., et al., 1998). Several researchers have investigated the use of problem-based learning models in response to this issue. (Anggraeni, 2019) Previous studies have shown that problem-based learning can enhance students' writing skills.

The problem-based learning model is highly effective on enhancing students' writing abilities, particularly in writing recount texts. As per the

researcher's statement, writing skills are crucial to develop. Therefore, the researcher conducted a study titled **"The Use of A Problem-Based Learning (PBL) To Improve Recount Text Writing Skill At SMP Methodist-9 Medan"**.

### **1.2 Problem of the Study**

Based on the background above, the researcher formulated the problem of the study as follows: "Does the Problem-Based Learning (PBL) model affect students' recount text writing skills at SMP Methodist-9 Medan?"

### **1.3 The Objective of the Study**

Based on the research problem above, the researcher formulated the objective to know whether Problem Based- Learning (PBL) affect on students' writing recount skills at SMP Methodist-9 Medan.

### **1.4 The Scope of the Study**

There are many learning models used in the current independent curriculum era, but the limitation of this research is that the researcher decided to use the Problem-Based Learning model for learning writing, especially in writing recount text. There are several types of recount text, namely personal recount text, factual recount and also imaginative recount text but the limitation of this research is personal recount. The researcher decided to use personal recount text because personal recount is a type of recount that is relatively easy for students to write.

The researcher decided to conduct the research in Methodist-9 Junior High School and the population of the research is grade 8. The research will use experimental quantitative. The research subject consists of one class: experimental class. This study aims to determine whether the problem-based learning model can affect the ability to write recount text.

### **1.5 The Significance of the Study**

This study is significant in three ways. Upon completion the study, the researcher hopes to offer significant insights to educators, learners, and fellow scholars. The research's conclusions are anticipated to be important from a theoretical and practical standpoint and pertinent to the following:

#### **1.5.1 Theoretical Significances**

It hopes that this study's findings will help the researcher learn more about teaching writing recount texts through application the "Problem-based learning (PBL) model."

### **1.5.2 Practical Significances**

1. For Teacher: To enhance students' learning outcomes, teachers should discover the right learning model for teaching writing with use the study's findings.
2. For Students: The research's findings will likely improve students' capacity to master English writing abilities and deal with their difficulties with writing assignments by utilizing a problem-based learning model.
3. For other Researchers: The research's findings can be reference for other researchers

### **1.6 Hypothesis**

The researcher uses two kinds of hypotheses formulated to be test, they are Null Hypothesis ( $H_0$ ) and Alternative hypothesis ( $H_a$ ).

**( $H_0$ ):** There is no effect on writing recount text by using Problem-Based Learning (PBL) model.

**( $H_a$ ) :** There is an effect on writing recount text by using Problem-Based Learning (PBL) model.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

This study used a problem-based learning model to investigate how recount text authoring abilities improve. In completing this research, several theoretical explanations related to this research are needed. Therefore, the theoretical framework is intended to provide a clear conceptual framework for this study.

#### **2.2 Writing**

Writing is a crucial skill that students must master to fulfill their academic, occupational, and civic responsibilities. It is a complex skill that requires practice and dedication (Graham & Alves, 2021). Thus, writing is important activity to learn, as it is not only used in one aspect. Hence, Leo (2007) states that writing can be done in one's leisure time as means of conveying ideas in writing. It means that learning to write involves a long period of practice.

As Hylan states (2004), Writing is an approach to sharing one mind with another. Individuals form opinions about particular subjects. They impart their knowledge on a certain subject. Some could have a distinctive tone. Everything depends on what they think. People also need to make their opinions logical and sufficient as they evolve. Writing activities use proper and formally appropriate vocabulary in writing (Azhar, 2015). In essence, writing enables individuals to gain a deeper

understanding of facts and ideas. This is achieved through the process of exploring concepts and facts, which is inherent in writing.

Writing is a crucial skill that students should acquire. Some utilize it as a means of interpersonal communication, exchanging ideas, and expressing feelings. Writing conveys concepts that the writer is unable to get through body language, facial emotions, gestures, voice tension, emphasis, and hesitation. Writing is considered an activity that is simultaneously private and public. It can be implied that writing is personal because it is done by the writer alone while being considered a general activity because it involves other people or audiences/readers; for example, writers try to communicate their ideas to readers, and sometimes the writing itself is dictated by the needs of readers (Broughton et al., 2003)

According to Ningrum, Rita, & Hastini (Ningrum & Rita, 2013), Writing is an activity in which a researcher conveys their thoughts, feelings, and ideas in the form of writing to communicate with themselves and others. Furthermore, Writing is an activity that involves using our hands to convey or disseminate the informational material we write.(Sitorus, N., Simarmata, RO, 2023)

Byre (1997), as cited in Dartiara (Dartiara, 2017) states that Writing is the act of creating symbols, letters, or combinations of letters that correspond to the sounds we make when speaking. These marks are made on a flat surface and arranged in a way that forms words, which are then arranged to create sentences. It is a process of communication that allows us to convey information and ideas. Writing comes from a point that then becomes a letter, word, sentence, paragraph,

and text that we can finally read and is called a form of writing. If we look at it with clarity, it is all very beautiful because writing comes from thoughts that are not verbalized.

Based on the expert's definition, writing is a crucial English language skill used for communication and expressing opinions and emotions. It involves finding and synthesizing ideas into written form. Writing is also an approach to sharing ideas with others and bringing different perspectives to the same topic. Writing cannot be completed in a fraction of the time, which means it takes a long time to complete.

Everything that happened in our lives happened with a purpose. It also happens when we want to convey something we would like to communicate. Communication happens orally and in writing. Both are used to expand ideas and thoughts. In this, the purpose of writing will be outlined.

Mc. Mahon (1996) quoted from Rakhmawati (2021) Classified the purpose of writing into four, namely:

a. To reveal the writer's feelings

Most people use writing as a medium to express what they feel both in the past and present. Many types of writing come from the real experiences of the writer's or those closest to them.

b. To entertain the reader

Writing also has functions to entertain the reader. Non-fiction writing is a kind of writing that is commonly used to entertain readers.

c. To inform the reader

Many writers write to provide information to readers through their writing. Newspapers are one of the most commonly written types of writing to provide information to readers.

d. To persuade the reader

The last purpose of writing can usually be found in the form of advertisements in which writers persuade readers to be attracted to the content of their writing.

Everything that we create requires a process. Likewise, when writing, several steps must be followed. There are four stages of writing: planning, drafting, editing, and final drafting. (Harmer, 2015).

1) Planning

Everything we do needs to be planned. As in writing, there is a stage called planning. Planning is done when the writer has not yet started writing paragraphs or sentences. But when writers are still thinking about the ideas that will be contained in their writing. At this stage, there are several things that writers need to think about. When writing, it is important to consider the purpose of the text, language choice, and structure.

2) Drafting

After the writer has finished putting the ideas into the jotted-down notes, the next step is drafting. Drafting is the stage when the writer writes

down all their thoughts without thinking about whether it is structured and whether the writing is grammatically correct.

### 3) Editing

The editing stage is the stage where the writing that has been in the drafting is considered again. Any errors in writing or grammar are fixed in such a way that it becomes a good text, which is grammatically and structurally correct.

### 4) Final Drafting

The last step is the final drafting. This is the stage where writers rewrite the revised writing. The first draft written in the second step will certainly be different from this final version because some changes occur in the editing process. After finalizing the last version, the writing is ready to be shared with the readers.

## **2.3 Recount Text**

### **2.3.1 Definition of Recount Text**

One of the many texts in English that are taught in schools is the recount text. According to Dirgeyasa, (Dirgeyasa, 2014) Recount texts are texts that provide stories about previous events or experiences. They might be narrative accounts of past occurrences or experiences. Recount texts can be classified into three categories: factual, fictional, and personal. In addition, Yulianawati (2019) said that a recount text is a unique kind of writing that recounts historical events. Autila (2017) A recount text is characterized as a written account of previous occurrences. This kind of prose is typical and straightforward; it describes a series

of occurrences that follow a set format, which includes orientation, events, and reorientation.

According to Knapp and Watkins (Knapp, P., & Watkins, 2005), Recounts are writings that are written sequentially, primarily presenting a succession of events. A recount text recounts all that transpired during previous occurrences. Experiences and past events can be used to conduct it. (Wisdhawan & Kumalarini, 2014).

Based on the information provided, it can be concluded that a recount text is a type of written work that recounts a story, experience, or event from the writer's past. Recount texts can be categorized into three types: personal recount, factual recount, and imaginative recount. A well-written recount text should follow a structure that includes an orientation, events, and a conclusion. Therefore, when students want to share their experiences, they should use a recount text.

### **2.3.2 Generic Structure of Recount Text**

A writing is said to be feasible if it adheres to its structure. According to Zaida (2017), the structure of the recount text is orientation, event, and reorientation.

#### **1) Orientation**

Recount text is prefaced with orientation. Orientation is the part that tells the background that contains the information the reader needs to understand the

text. Such as the event being recounted, the place, and the time when the event happened.

#### 2) Events

In the events stage, which is part of the recount text that tells the events chronologically. Sometimes some important things are added to provide more information to the reader.

#### 3) Re-orientation

This is the last part of the recount text. This part is optional, it may or may not be present. In this part, the writer will include their own opinion related to the event that has been told.

### **2.3.3 Language Features of Recount Text**

There are several language features in writing recount text.

- a) Specific participants: my family, our school
- b) Using simple past tense: had, created, etc.
- c) Using chronological order: the first, etc.
- d) Using adjectives
- e) Using action verbs: helped, etc.
- f) Using linking verbs

### **2.3.4 Types of Recount Text**

Derewianka & Jones (Derewianka, B. & Jones, 2012) stated that there are several types of recount text.

- 1) Personal Recount: retelling the writer's personal experience (e.g. my holiday in Bandung)
- 2) Factual Recount: Report of a factual incident (e.g. news report)
- 3) Autobiographical recount: the retelling of scenes in a person's life as told by that person
- 4) Biographical recount: Recount episodes from another person's life
- 5) Historical recount: Chronicling, clarifying, and preserving the important or interesting events of a society's past.
- 6) Literary recount: to recount a sequence of real or imagined events, frequently with artistic touches.

### 2.3.5 Example of Recount Text

Below is the table for example of recount text and the generic structure.

**Table 2. 1 Example of Recount Text**

<b>Generic Structure</b>	<b>Travel on the Train for the First Time</b>
<b>Orientation</b>	I was eighteen years old last year. After finishing my final year of high school, I intended to further my studies in Yogyakarta. For eighteen years, my family and I stayed in Cirebon. I would so be living alone there, which was unfamiliar to me
<b>Event</b>	I took a train to get to Yogyakarta. I had no idea how to check in before I arrived at the train station. I was completely unfamiliar with every operation. Thankfully, a security officer assisted me and provided me with some check-in instructions. I then went into the train and took a seat in the chair.
<b>Reorientation</b>	I truly enjoyed listening to the music while riding the train. Finally, after a five-hour train ride, I reached Yogyakarta. In Yogyakarta, I would begin my new life. I couldn't wait to embark on my exciting new journey to the new city.



## **2.4 Problem Based-Learning Model**

### **2.4.1. Problem Based-Learning (PBL) Definition**

One model for student-centered learning is problem-based learning. This model gives students a variety of real-world problems to solve. (Reichenbach et al., 2019). Furthermore, according to Arends as cited by Sani (2019), Students can benefit greatly from problem-based learning as it can help them develop their critical thinking and problem-solving abilities, learn about adult responsibilities, and become autonomous learners.

Problem-based learning is a teaching model that utilizes real-life problems to develop students' knowledge, critical thinking, and problem-solving skills. (V.A.R. Barao et al., 2022). In addition, According to Sofyan, H., Wagiran, Komariah, K., & Triwiyono, E (Komariah, Kokom., Sofyan Herminarto., 2019) To create a more realistic learning experience for students, teachers can use problem-based learning. This model involves starting with significant and relevant challenges to help students develop their skills.

Based on the information provided, it can be concluded that problem-based learning is a teaching model that supports both students and teachers in their learning activities. This model presents real-life problems that are relevant to students, providing a foundation for them to develop their critical thinking and problem-solving skills independently. In addition, the real-life problems presented by this model are beneficial for students to acquire a more realistic learning experience.

### **2.4.2. Characteristics of Problem Based-Learning**

Amir, as cited by V.A.R Barao (V.A.R Barao et. all, 2022) pointed out that there are seven characteristics of the problem-based learning model including as follows:

- 1) Problems are used as the preliminary to learning
- 2) The problem used is a reality problem that is presented as ill-structured.
- 3) Problems usually invoke multiple perspectives
- 4) Problems challenge the students to learn new concepts in new learning domains
- 5) Self-learning is highly emphasized
- 6) Various learning resources are utilized, not just focusing on one source.
- 7) The learning is collaborative, communicative, and cooperative, students work in groups, interact, co-teach, and present to each other.

### **2.4.3. Process of Problem Based-Learning**

According to Sani, A., (2019), there are five stages of implementing problem-based learning as follows:

- a) Orientating the problem to learners

At these stages the teacher will first discuss the learning objectives, then explain the learning needs and motivate students to be actively engaged in learning.

- b) Organises learners for learning

At this stage, the teacher will guide students in defining and structuring learning tasks/investigations to solve the problems that have been orientated in the first stage.

c) Implementation of the investigation

The teacher will stimulate and lead students to get the right resources, carry out investigations, and find solutions.

d) Develop and Present Results

At this stage, the teacher guides students to plan relevant products that will be used as a medium for presenting the results. Such as video recordings, reports, or presentations.

e) Analyse and Evaluate

This is the final stage of implementing problem-based learning. At this stage, the teacher and students will collectively evaluate and reflect on the investigation and process they have undertaken.

#### **2.4.4. Strengths and weaknesses of Problem-Based Learning**

a) Strengths

According to Setiaji, C, A., (2019), There are several strengths of using problem-based learning, which include:

- 1) Students' ability to deal with problems that arise in their lives will be enhanced.

- 2) Students become more responsible in the making of decisions because of the practice learned during the lesson.
- 3) Students learning activities will increase
- 4) Develop student enthusiasm for learning
- 5) Students will be more empathized with the society they live in.
- 6) Students uncover new knowledge linked to the problems they are solving during learning
- 7) Build a sense of pride in the students for being able to invent a product.

b) Weakness

In addition to the advantages, Setiaji (2019) also stated several disadvantages of applying this problem-based learning as follows:

- 1) Learners who tend not to have an interest in solving problems will have difficulty or even be indifferent to learning
- 2) Passive learners will depend on active learners
- 3) This model requires a long time in implementation, it can even be more than a week.

## **2.5 Teaching Recount Text with Problem Based-Learning**

Writing is extremely important because almost all aspects of our lives are faced with writing. Likewise in the scope of learning, most students still have difficulty in writing. There are several reasons why English is taught as a foreign

language, including reinforcement, language development, learning style, and the development of writing skills (Harmer, 1998).

Teaching recount text in junior high school is so challenging. But it's not fully separate from teaching writing in other texts. Recount text tells specific event that emphasizes sequence, the topic chosen s also can be based on students' experience. Teaching recount text can be made easier through applying PBL as the model of learning.

Teaching and learning activities in problem-based learning aim to promote active student learning and provide support for educators in the teaching and learning process. The events generate significant learning issues around well-crafted problem situations, allowing students to work through the problem authentically and rigorously. These events do not have to be rigid, fixed, or strictly sequenced. Learners can revisit parts of the PBL process, particularly defining the problem. Learners may review certain aspects of the PBL process, specifically the definition of the problem statement and the collection and sharing of information, as they further explore the problem.

To apply the PBL model in teaching recount text, we follow the steps. The very first thing to do after forming students in groups is to orientate the problem to students. At this stage, students will be given a problem (in this case: the topic of recount text). The second step is Organising students to learn. The teacher will start organizing students to identify the problem to be discussed in groups. It can be a question as well as a rough draft related to the given topic. Next is the

implementation of the investigation. The teacher will stimulate and guide students in groups to get the right resources, carry out investigations, and find solutions. At this stage, students will also revise the draft that was written in the second stage. The next step is Developing and Presenting Results. At this stage, the teacher guides students to discuss in groups related to the presentation of the discussion results that have been completed in the third step. The last one is Analysing and Evaluating. This is the final stage of problem-based learning implementation. At this stage, teachers and students jointly evaluate and reflect on the investigation and process that has been done.

## **2.6 Previous Study**

The first previous research conducted was by Anggit Anggraeni (Anggraeni, 2019) entitled *"The Use of Problem-Based Learning Method to Improve Students' Recount Text Of Writing Skill Of The Tenth Grade of SMK Ma'Arif Penajawa Pugung Raharjo of East Lampung"*. The study results indicate that implementing problem-based learning has a positive effect on the ability to write recount text among eight students of SMK Ma'Arif Penajawa Pugung Raharjo in East Lampung. The distinction between the two studies lies in the location, the research subject, and the research method. The current study utilized an experimental method, while the previous study employed Classroom Action Research. The researcher decides to conduct research in junior high school while she conducted research in vocational schools. The last one is the place. The

researcher will conduct research at SMP Methodist-9 Medan, while he conducted research at SMK Ma'Arif Penajawa Pugung Raharjo of East Lampung. In addition to the things mentioned above, the theory that will be used by researcher with previous researcher is different. Previous researcher used the theory of J.Duch and Barbara, while researcher will use the theory of V.A.R. Barao. While the similarities between this research and previous research are, the same research uses a problem-based learning model to develop the ability to write recount texts.

The next previous research is research conducted by Nia Itami (2022) with the title *"Improving Students' Writing Achievement of Recount Text Through Weekly Journal"*. This research is quantitative research conducted at SMK SWADHIPA 2 NATAR. The study results indicate that weekly journals can improve recount text writing skills. The difference between her research and this study lies in the place of research and research materials. This research uses a problem-based learning model as a tool to improve the ability to write recount text, while her research uses weekly journal media as a tool to improve the ability to write recount text. The researcher will conduct research at SMP Methodist-9 Medan, while two have completed research at SMK SWADHIPA 2 NATAR.

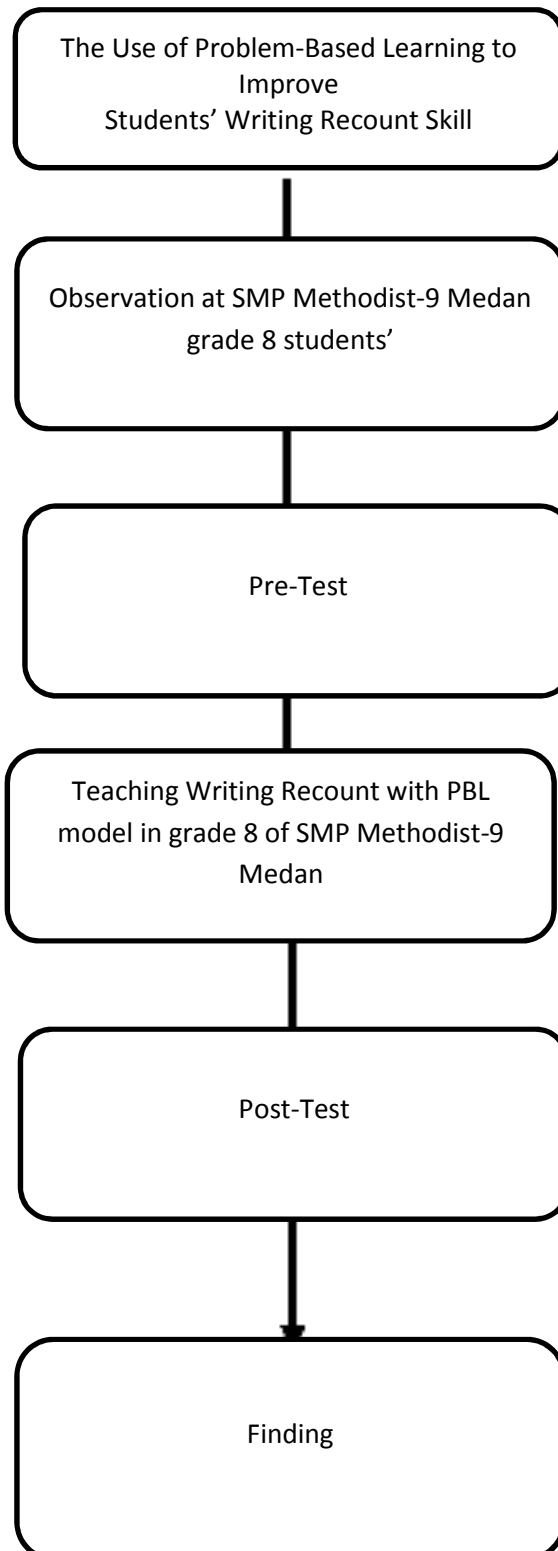
The last previous research was conducted by Robiatul Adawiyah (2014) with the title *"Improving Students' Writing Recount Text Ability through Project-Based Learning"*. This research using the class action research method found that the application of project-based learning through pop-up books succeeded in improving student's writing ability in class VIII SMP N 48 Jakarta. There are several differences between her research and this study, including that her

research used project-based learning as an model to improve student's writing ability, while this study used a problem-based learning model to improve recount text writing ability.



## 2.7 Conceptual Framework

**Figure 2. 1 Conceptual Framework**



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Design**

The researcher employed quantitative research methods. Quantitative research is the method with numerical numbers and everything that can be evaluated in a methodical way in the investigation of the phenomenon and its relationships, is used to answer questions about the relationship between variables that can be measured to explain, predict, and control a phenomenon. This research was used a Pre-Experimental (Non-Experimental) design, which Sugiyono (Sugiyono, 2019) described as a one-group pretest-posttest design without any control variables and a randomly selected sample. Used the study form for the one-group pretest-posttest, there is a pretest and posttest so that the effect of the treatment can be calculated by compared the post-test value with the pretest value, if the post-test value is greater than the pre-test, then the treatment has a positive effect, (Sugiyono, 2019).

The procedure for pre-experimental research used a one-group pre-test post-test design is described as follows:

- a. Administering a pre-test to assess the writing proficiency of students before the treatment.
- b. Calculating the pre-test
- c. Summarising the pre-test
- d. Teaching writing using PBL to teach recount text writing (giving treatment).
- e. Giving the post-test to measure students' writing ability after the treatment.
- f. Calculating the post-test results

- g. Summarising the test results Group scores after the pre-test and post-test will be compared, and then evaluated for significant benefits.

### **3.2. Population and Sample**

A population is a group of individuals or objects selected by researchers for investigation and analysis based on specific traits and attributes. Thus, in addition to individuals, the population also consists of objects, objects, and other natural items. Additionally, population refers to all the attributes of the nature that the object or subject possesses, not only the quantity of objects or individuals under study. Meanwhile, The sample represents a subset of the population in terms of both size and composition. A sample drawn from the population can be used if it is a huge population and it is doubtful that the researcher will be able to investigate the entire population, for whatever reason—for lack of resources, time, or energy, for example, samples drawn from that group, which researchers can then employ to save money, effort, and time. The population will benefit from the conclusions drawn from the sample. Because of this, the sample drawn from the population needs to be accurately representative of the population(Sugiyono, 2019).

In this research, the population is students in class VIII of SMP Methodist-9 in the 2023/2024 academic year. The research employed saturated sampling as the sampling technique. Saturated sampling is a method proposed by Sugiyono and is used when the population size is relatively small, typically less than 30 people. It is also referred to as a census. Because there is only one class in the population, the researchers decided to employ this technique. Thirty students from class VIII made up the sample used for this research.

### **3.3. Instrument of Collecting Data**

This study was utilize a pre-test and post-test in the experimental group, using a writing assessment as the research instrument. The assessment will measure the student's ability to write recount texts. The research instrument consists of a writing test that includes both a pre-test and a post-test. This study utilizes a pretest to assess students' proficiency in writing recount texts before receiving treatment through a problem-based learning model. A posttest is then conducted to evaluate students' improvement after receiving treatment. The collected data will be used to answer the research questions. To evaluate students' ability to write recount texts, pre-test and post-test writing assignments will be administered. The pre-test will be conducted at the beginning of the session before any treatment is given.

Before students receive the treatment or at the beginning of the meeting, a pre-test is given. After that, the treatment is given for about three sessions. The post-test was administered after each treatment session is completed.

### **3.4. Technique of Collecting Data**

#### ***Pre-Test***

The pre-test has been to the sample before the treatment. The students will write a short story text with the topic given by the researcher.

#### ***Treatment***

The pre-test has been administered to the sample before treatment, including the experimental group! After the treatment, the students will be asked to write a short story on a topic provided by the researcher.

***Post-Test***

Measurement will be used to gather data to address the study questions. Students' performance in writing recount texts will be assessed using a pre-test and a post-test in which they write a recount text. The pre-test was administered before the students received the treatment or at the beginning of the session.

The pre-test was administered to the students before they received the treatment or at the beginning of the session. After that, the therapy was given for about three sessions. The posttest was administered following the completion of each treatment.

**3.5. Scoring**

Weigle (2002), as cited by Muslimah (2018) asserts that we need five criteria to measure the quality of performance in writing as provided in the table below:

**Table 3. 1 Scoring Rubric/ Indicator Assesment of Writing**

<b>Criteria</b>	<b>Description</b>	<b>Score</b>
<b>Content</b>	Relevant to the assigned subject.	27-30(very good to excelent)
	Most relevant to the subject	22-26 (average to good)
	Insufficient development	17-21 (fair to poor)
	There is not enough to evaluate	13-16 (very poor)
<b>Organization</b>	Well organized, logical, sequenced, etc.	18-20(very good to excelent)
	Logic but incomplete sequence, etc.	14-17 (average to good)
	Lack of logic and development, etc.	10-13 (poor to pair)
	No organization, not enough for	7-9 (very poor)

	evaluation, etc.	
<b>Vocabulary</b>	Knowing how to form words, using the appropriate register (the word used for a particular situation).	18-20(very good to excelent)
	Occasional errors in word form, choice, and usage, but the meaning is not obscured.	14-17 (average to good)
	Frequent errors in the form, choice, usage, and meaning of words that are confused or obscured.	10-13 (poor to pair)
	Inadequate knowledge of English vocabulary, word forms, and grammar.	7-9 (very poor)
<b>Language use/Grammar</b>	Less word order/function, article, preposition errors	22-25(very good to excelent)
	Multiple word order/function errors, article	19-21 (average to good)
	Common word order/function, article, and preposition errors	11-18 (poor to fair)
	Dominated by errors, or not enough to be evaluated at all	5-10 (very poor)
<b>Mechanic</b>	Less spelling, punctuation, and capitalization mistakes	5 (very good to excelent)
	Occasional mistakes in spelling, punctuation, and capitalization	4(average to good)
	Spelling, punctuation, and capitalization errors are common	3 (poor to fair)
	Overwhelmed by spelling, punctuation, and capitalization mistakes	2 (very poor)

### 3.6. Normality Test

The normality test is nothing but testing the normality of the distribution of data to be analysed. Testing is carried out depending on the variables to be processed. Testing the normality of data distribution using the *Liliefors* Test.

According to this test, the test criteria are as follows:

- 1) If the significance is below 0.05, it means that the data to be tested has a significant difference with the standard normal data, meaning that the data is not normal.
- 2) If the significance is above 0.05, it means that there is no significant difference between the data to be tested and the standard normal data, meaning that the data is normal (Gempur Safar, 2010)..

### **3.7. Homogeneity Test**

In addition to testing the distribution of the scores to be analysed, it is necessary to test for homogeneity in order to be sure that the groups that make up the analysed, it is necessary to test for homogeneity in order to be sure that the groups that make up the sample come from a homogeneous population.

The t-test is known as the partial test, which is to test how the influence of each independent variable individually on the dependent variable. This test can be done by comparing t count with t table or by looking at the significance column in each t count.

### **3.8. Technique of Analyzing Data**

After the researcher has collected data from the results of the pre-test and post-test, the next phase is to analyze the data. Inayah (Inayah, 2019) states the procedure for analyzing data as follows:

1. Calculation of the average score of the student's answers using the formula

$$\bar{X} = \frac{\sum f_1 x_1}{\sum f_1}$$

Where:

$\bar{X}$  = Mean score

$f_i$  = frequency

$x_i$  = interval class

2. Calculate standart deviation  $S_1$  dan  $S_2$  before and after treatment by using the following formula

$$SDx = \sqrt{\frac{\sum f x^2}{N}}$$

3. Calculating t-count( $t_0$ )

To test the mean difference from a random sample distributed normally the researcher used t-count. The hypothesis will be tested using paired sample t-count with one sample but two acts (Nuryadi et all 2017). The paired t-count will show whether the sample is experiencing meaningful change. The result of this test is determined by comparing the value of the t-count and t-table. This value when determines the decision taken in the research as follows:

- 1) The  $t\text{-count} > t\text{-table}$  indicates that there is a significant difference in writing recount text skills of the eighth-grade students of SMP Methodist-9 Medan before and after they teach using the PBL model. This means the Hypothesis Alternative ( $H_a$ ) is accepted.
- 2) The  $t\text{-count} < t\text{-table}$  indicates that there is no significant difference in writing recount text skill of the grade of SMP Methodist-9 Medan.



