Problem-Based Learning and Writing Process Combination in Teaching Writing

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Abstrak; Pembelajaran Berbasis Masalah dan Kombinasi Proses Menulis dalam Pengajaran Menulis. Penelitian ini bertujuan untuk mengetahui apakah kombinasi Pembelajaran Berbasis Masalah dan Proses Menulis dalam mata pelajaran menulis mempengaruhi pencapaian siswa dalam menulis atau tidak dan untuk mengetahui persepsi siswa terhadap penerapan Pembelajaran Berbasis Masalah dan proses menulis dalam mata kuliah menulis. Penelitian ini melibatkan 31 mahasiswa mata kuliah pra-lanjutan menulis di Universitas Lampung. Untuk mengumpulkan data, peneliti mengadakan tes menulis, penyebaran kuisioner dan melakukan observasi. Data-data tersebut kemudian dianalisa secara kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa Pembelajaran Berbasis Masalah dan proses menulis dalam mata pelajaran menulis mempengaruhi pencapaian siswa dalam menulis setelah mendapatkan pengajaran selama empat hari. Sedangkan untuk hasil persepsi siswa terhadap penerapan Pembelajaran Berbasis Masalah dan proses menulis dalam mata kuliah menulis menunjukan bahwa lebih dari 80% mahasiswa setuju dengan pernyataan bahwa Pembelajaran Berbasis Masalah membantu mahasiswa dalam menghasilkan ide-ide untuk mulai menulis.

Kata kunci: Pembelajaran Berbasis Masalah, proses menulis, pengajaran menulis

*Abstract; **Problem-Based Learning and Writing Process Combination in Teaching Writing.** This study was aimed finding out whether PBL and writing process combination in EFL writing class affect the students' writing achievement or not and the students' perception towards the implementation of PBL and writing process combination in EFL writing class. The study involved 31 Pre- Intermediate writing students of Lampung University. To collect the data, the researcher administered several instruments. They were writing tests, distributed questionnaire, and did observation. Then, the data were analyzed both quantitatively and qualitatively. The results showed that PBL and writing process combination affected the students writing achievement after getting treatment for four days. Besides, for students' perception toward the implementation of Problem-Based Learning showed that more than 80% students agreed with the statement which described that PBL helped the students in generating their ideas to start their writing.*

Keywords: problem-based learning, teaching writing, writing process.

INTRODUCTION

Writing is a language skill which is difficult to acquire. It is supported by the statement from Tribble that in communication there are certain conventions which are generally associated with communication purpose (1996). The communication purpose has many activities in which learners arrange form graphic symbols to form words, and put the words in order and link them together in a certain way to produce a logical sequence of sentences. Learning to write a good writing is not easy. Especially for English as a foreign language (EFL) learners, it is possible for the students to find some barriers in writing. As a consequence, writing becomes one of difficult skills to master for EFL learners. In relation to the latest condition of current problem faced by EFL learner's difficulty in mastering English, writing skill is considered challenging due to the fact that writing needs complex cognitive and physical activities to produce and combine letters as well as demonstrate certain aspects of linguistics which involve word, spelling, sentence structure, and many more. Besides, there are double problems for EFL learners since the learners have to struggle on the acquisition of grammar, syntactic structure, vocabulary, rhetorical structure and the idiom of new language (Nik et al, 2010).

In addition, there are some difficulties in writing, not only in using appropriate vocabulary choice, sentence, and paragraph organization to generate and organize ideas, but also in turning such idea into readable text. Therefore, the writing becomes a complicated activity since it requires many aspects such as content, organization, vocabulary, language use, and mechanics. The writing complexity appears when students start to write. They do not know what they should write at first whereas the students are expected to be able to present their ideas well in the written form. Besides, Grenville (2001) also says that the trouble appears when the students think up the attention-grabbing first sentence and the really interesting stuff as well as when the students' mind is a blank as the paper they are starting at. Besides, most of students tend to memorize and imitate. They fail to integrate their ideas into their writings.

According to National Writing Project (2003), the complexity of writing causes teaching writing is very challenging task for English teachers in education field. Besides, this complexity may affect the students' perception on writing. Considering the problems encountered by students, Harmer (2004) states that one of the greatest enemies of successful teaching is students boredom. This makes the teachers should find the appropriate methods and methodological beliefs to lead the teaching practice. In addition, if there are appropriate methods, it will be possible to change the students' perception in writing, that writing can be an interesting, easy and enjoyable activity.

Problem Based Learning is defined as a pedagogical strategy, which uses real-world situations as the basis to

development of content, knowledge, and problem solving skill. Ideally in the PBL classroom, the instructor guides, probes, and support students' initiatives, rather than lectures, directs, or provides easy solutions (Duch et al, 2001). PBL will encourage students to work at the higher levels of analysis, synthesis and evaluation based on Bloom's cognitive levels, whereas common textbook problems leave the students working at the two, or possibly three, lowest levels (Larsson, 2001). PBL also trains the students' problem solving skill that they can carry with them throughout their lifetimes (Weissinger, 2004). Further, problem-based learning also provides teachers with a variety of current issues which are more relevant and engaging for these future teachers to help them view their chosen field as a true profession (Levin, 2001).

Given the definition of this learning method, it can be seen that PBL has its own benefits for teaching. Jiriyasin (2011) found that PBL could give positive effect on students' oral performance. Besides, Lin (2015) conducted the similar research on elementary context. It was found that PBL could foster the students' ability to learn and use the vocabulary in context. Leong and Patrick (2009) also conducted a research that seeks the power of PBL. They found that students are generally enthusiastic and interested in PBL assignment. Affandi (2016) examined project based learning and problem based learning. The result showed that problem based learning could foster the students' ability to learn and use vocabulary in context. However, in PBL, there is no specific process to help the students

in editing and revising their writing to have the better final writing.

From these statements, the researcher has conducted pre research to find whether those problems also existed in Lampung University students or not. After interviewing some students of English Department in Lampung University, it showed that it is hard for them to develop their idea into a paragraph. Sometimes, they get no idea to write even to start writing. This is probably because they work individually so that they do not have a place to discuss. Second, they are lack of vocabulary. In general, writing becomes one of the way to improve our vocabulary since as a writer people need more words to make a longer paragraph but in traditional class, it seems that students get less input of new vocabulary. Third, they feel hard in explaining the detail to make a good paragraph. When they get the topic, they feel confuse in making the idea into detail. They tend to write a simple paragraph, which is not more than five sentences. This is because in writing there are some aspects that the students need to consider.

Since writing is a process activity in order to be able to select and use appropriate procedures and materials, as well as assess their students' needs and progress, teacher need to be clear regarding to desirable outcome of writing program and the process involved in good writing. Considering this, both PBL and Process writing have their own strength and weaknesses, in PBL, there is lack of activity to improves the students' writing since PBL more general in leading students to generate idea in writing

while process writing can provide more activity in writing to make the students able to edit and revise their writing into a good writing.

From the problems that have found in pre research before, it is essential to apply both PBL and process writing to solve them since there are some stages in PBL which can help the students to generate idea and also there are some stages in writing process that can make the students improve their writing. Problem Based Learning has been proposed by various experts as one of the ways in Teaching English, which provides an interesting topic to be discussed and solved by the students in the classroom activity for writing. Besides, writing process can lead the students to edit their writing from the feedback and revise it until they produce better final writing.

To know how the process of the combination between PBL and writing process implementation and whether PBL and writing process combination in EFL writing class affect the students' writing achievement or not, the researcher conducted a study with the following proposed research questions:

1. Does the use of PBL and writing process combination in EFL writing class affect the students' writing achievement?
2. What are the students' perception toward the implementation of PBL and writing process combination in EFL writing class?
3. Is there any correlation between students' perception toward the implementation of PBL and writing process in writing class and students' writing achievement?
4. How do the teaching-learning activities proceed when PBL and writing process combination is implemented in EFL writing classroom?

RESEARCH METHODS

The researcher collected both the quantitative and qualitative data simultaneously during the research. The collection of qualitative data during the experiment was to understand how the participants were going through the process, whereas the quantitative data assessed the impact of the treatment on the outcomes. The qualitative data was in terms of observation data collection. Meanwhile, quantitative data was dealing with test scores and responses to questionnaire. The researcher used *One Group Pretest-Posttest Design* to answer the first research question. Besides, to answer the second research question, the researcher collected the data from questionnaire while for the third research question the researcher correlated the result of writing test and questionnaire. And to answer the last research question, the researcher did observation by making field note.

The population of this research was third semester of English department students from Lampung University batch 2014. The subject of this research was one class consists of 31 students as the experimental group. This study was conducted in university level because the objective in this study was to minimize the students' problem of generating idea. Since university students have already had the basic knowledge,

especially in English Department students, the use of this approach combination would be appropriate.

To collect the data, the researcher administered writing tests (pretest and posttest) and distributed a questionnaire to each student. To analyze students' writing test, the researcher used *Paired Sample T-test* computed through IBM SPSS Statistics 23. Then to analyze students' perception, the researcher computed the data into *Microsoft Excel* to analyzed the data of students' perception toward the implementation of Problem-Based Learning and Writing Process in Writing class by percentage the students' score for each item in questionnaire. The researcher also correlated the result off students' writing test and questionnaire in gaining the data to answer the third research question. Then, the last the researcher classified the note of teaching learning process into three indicators of problem based learning and four writing stages.

RESULTS AND DISCUSSION

The result of pre-test and posttest implied that Problem-Based Learning in teaching writing could increase students' writing ability. It could be seen from the following graph below.

Based on the graph below, it could be seen the improvement from the total score of pre-test 1918 up to 2100.8 in posttest. The mean was from 60.5 up to 67.7. There is an improvement in students' writing achievement after getting treatments. In line with Graph 1 above, students' mean score of writing posttest was

higher than that of in the pretest, that is, 67.7> 60.5.

Graph 1 The improvement of Average Score from Pre-test to Posttest
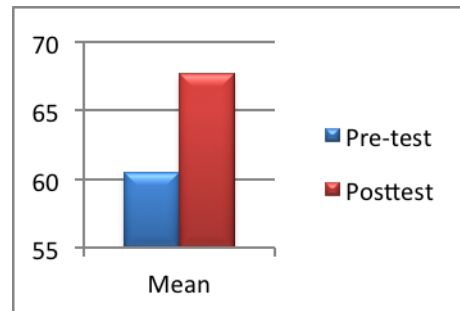
To know whether that the result was significant or not, the researcher was tabulating the data through SPSS. The researcher used Paired Sample T-test to test the hypothesis. The hypothesis testing was done and the result was as follows.

From the data below, it shows that T-value (9.993) is bigger than T-table (2.039) with the level of significance under 0.05. It can be concluded that there is a significant increase of students' writing ability after being taught Problem-Based Learning. To sum up the improvement of students' writing achievement in each category of the scoring rubric, here is the table to show the improvement of each aspect.

Table 1 Analysis of the Hypothesis

Paired Samples Test

Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
6.63871	3.69884	.66433	5.28196	7.99546	9.993	30	.000

Table 2 The Improvement of Students' Writing Aspects Achievement

No.	Components	Pre-test	Posttest	Improvement
1.	Generic Feature	6.12	7.06	0.94
2.	Textual Language	5.94	6.58	0.64
3.	Syntactical Language	6.14	6.6	0.46
4.	Spelling	5.68	6.42	0.74
	Total	23.88	26.66	2.78
	Average	5.97	6.66	0.69

Based on the table above, it can be concluded that the improvement of syntactical language is the lowest one. This happens because this category consists of more than aspects in other categories. While, the highest aspect, which improves from pre-test to posttest is generic features. It happens because from the beginning, the researcher gave the model and asked the students to construct their paragraph together with their friends first until they got the idea to make well organize paragraph.

To answer the next research question, the researcher described the students' perception toward the implementation of Problem-Based Learning and writing process in teaching writing. The data was taken from the questionnaires. The questionnaire consisted of 15 items. The questionnaire was comprised of those three classifications of PBL. The researcher analyzed the percentage of each aspect to see the students' response of each statement in the questionnaire, which was as their perception toward the implementation. The analysis of each aspect percentage could be seen as follows.

Table 3 The Percentage of Each item in Questionnaire

Items	Percentage (%)
X1	87.1%
X2	48.4%
X3	61.3%
X4	47.9%
X5	41.9%
X6	80.6%
X7	77.4%
X8	77.4%
X9	77.4%
X10	90.3%
X11	51.6%
X12	54.8%
X13	61.3%
X14	74.2%
X15	67.7%

In general, the percentages from 15 items of questionnaires were in range 41.9% - 90.3%. From that table, it could be seen that the highest

percentage comes to the item number 10 where the statement is "I got new knowledge by learning through several topics from different problems". It showed that the students were interested learning through the problems since they got new knowledge from the problems given by the teacher.

While for the lowest percentage, it goes to item number four. The statement is " I like to work individually and collaboratively in the classroom while the teacher only controlling". From this statement, it can be assumed that the students did not really enjoyed doing their writing or task without any big role of teacher in the process of teaching learning. The students tend to ask a help from the teacher in writing and feel hesitate in making their own writing without any big part of the teacher in teaching learning process.

Therefore, it is assumed that the students showed their interested toward the treatment, which is Problem-Based Learning and writing process in teaching writing. This is in line with the process of treatment that the students were pleased with the implementation. After getting the data of the questionnaire, to answer the third research question, the researcher tabulated the data into SPSS program to see whether there is any correlation between students' perception toward PBL in writing process and students' writing achievement or not. The result shows that, there is a correlation between students' perception and students' writing achievement. This can be seen in the following table.

From the table above, it shows that there is a correlation between students' perception toward PBL in writing process and writing achievement. The result shows that the analysis of correlation (r) is 0.465. It means that there is a correlation between those two things and the result shows positive result, which means that there is one way correlation. Besides, from the significant point, the table shows that the point is 0.008. This is means that 0.008 lower that standard score in testing hypothesis which is 5% or 0.05. From this result it means that H_0 is rejected (0.008 < 0.05).

Correlations

		perception	wa
perception	Pearson Correlation	1	.465[**]
	Sig. (2-tailed)		.008
	N	31	31
wa	Pearson Correlation	.465[**]	1
	Sig. (2-tailed)	.008	
	N	31	31

**. Correlation is significant at the 0.01 level (2-tailed).

The researcher attempted to answer the last research question by observing the implementation of Problem-Based Learning process and process writing in writing class by making field note in every meeting. Thus, the researcher found that PBL and writing process became unite in the implementation of this research. The researcher has made a note while conducting the research. This can be seen from the following table that the researcher had mentioned in the literature review before, the combination of PBL and writing process.

Table 5 The Process of implementing PBL in writing process (Lesson Plan I)

Stages	Writing Process	PBL	Procedure
Pre-Activity	-	-	− The researcher started the teaching learning process from asking the problem faced by our country recently. − The students gave responds by telling some hot issue lately. − After that, the researcher asked any solution for those problems. The students were actively giving the responds. − Next, the researcher played a video about the culture problem faced by our country. − The students were excited watching the video and giving opinion about the video.
	Drafting Revising Editing	− Constructing idea − Collaborative learning − Individual Learning	− From the list of impact of flood, they would make their own writing individually by choosing one impact that can be solved with some ways. − Then, the researcher asked each student to make a list of solutions to solve the impact of flood, which was as the problem to be solved by them. − After that, they wrote an argumentative paragraph from the problem solving that they have been arranged. − After finishing their writing, the students submitted their work. − The researcher asked them to do peer correction. One group corrected other group's work. For the first peer correction, the researcher asked the students to check the content of the paragraph whether the content was relevant or not and the structure was orderly or not. They wrote some comments on their friends' work. − After that, the students gave back their friends' work and each group did revision based on the suitable comments on their paper. They could accept the comments and revised it or rejected the comments. − Then, for the second revision, the

Stages	Writing Process	PBL	Procedure
			researcher asked the students to do the second peer correction, which only focused on the grammar and organisation of the paragraph. – Next, after peer correction was finished, the students gave back to the writer. – The students should make a revision of the paragraph based on the possible comments that they had got. – After finishing the revision, they submitted their draft to the researcher.
Post Activity	-	-	– The researcher reminded the students about the steps that they have passed in making their writing from the beginning until the last.

This table explained about the stages of writing process in the experiment conducted by the researcher where the researcher has put PBL in the writing process. From this table, it could be seen that PBL has a role in the writing process, which is in the planning stage. After two days finishing the first lesson plan, the researcher continued the next 2 days with the second lesson plan. The procedure of conducting the second lesson plan was the same as the previous one there was planning which is combined by the PBL, drafting, revising, and editing. The process of implementing the treatment can be seen through the following table.

Table 6 The Process of implementing PBL in writing process (Lesson Plan 2)

Stages	Writing Process	PBL	Procedure
Pre-Activity	-	-	– In the beginning of the meeting, the researcher tried to correct the common mistake made by the students in their writing. It was like grammar, spelling, and the idea, which was too wide in the introduction of the paragraph and less problem and solution.
Whilst Activity	Planning	– Constructing idea – Collaborative learning – Individual Learning	– After that the researcher asked the students to write the next paragraph. For the second writing, the researcher gave "Broken Home" as the second problem. – The researcher asked the students to discuss with their group about the possible problems that could arise from that problem which is "Broken Home". – They listed all the problems and chose the most interesting problem that could be solved through many ways as the topic for their paragraph.

Stages	Writing process	PBL	Procedure
			– Then, the students chose the interesting one and made their own paragraph individually. Group here was only to activate their schemata to write their own individual work.
	Drafting Revising Editing	– Constructing idea – Collaborative learning – Individual Learning	– After getting the idea, they started to make their own by making argumentative paragraph consists of 3 main parts. They are introduction, body, and conclusion. The researcher gave 50 minutes to make their writing. – After 50 minutes, the students submitted their writing to the researcher.
Stages	Writing process	PBL	Procedure
Whilst Activity	Drafting Revising Editing	– Constructing idea – Collaborative learning – Individual Learning	– Then, the researcher gave back their writing. The researcher asked them to do peer correction. One group corrected other group's work. For the first peer correction, the researcher asked the students to check the content of the paragraph whether the content was relevant or not. – They wrote some comments on their friends' work. After that, the students gave back their friends' work and each group did revision based on the suitable comments on their paper. – They revised their writing by considering the comments from their friends. – Then, for the second revision, the researcher asked the students to do the second peer correction, which only focused on the grammar and organisation of the paragraph. – Next, after peer correction was finished, the students gave back to the writer. The students should make a revision of the paragraph based on the possible comments that they had got. – After finishing the revision, they submitted their final draft to the researcher.
Post Activity	-	-	– The researcher enclosed the meeting by marking some points that they have done in the 4 days treatments.

From those notes and also the tables above, it can be seen that the process of Problem-Based Learning made the students easier to construct the idea in writing. Besides, one of the points of PBL is students-centered. This showed from the explanation that the teacher's role was only controlling their work. The teacher, who is the researcher of this research, gave correction in the beginning and made some conclusion or review in the last

time of the meeting. The students worked actively in a group and or individually. Group discussion was as a starting point in writing, this is as a collaborative work, which is one of the characters in PBL.

This was in line to the research of Jiriyasin (2011) found that PBL can give positive effect on students' oral performance. The improvement that showed in the posttest was because the process of PBL includes introduction to problem, discussion and posing a question, setting the priority and explore and integrate the new knowledge (Boud and Felleti, 1997). In the treatment, starting from the problem, the students discussed with their friends to gather the ideas until they got the things that they were going to write while for the structure, as it was mentioned that in this treatment PBL was combined with writing process where the students did some process such as peer correction in drafting, revising and editing until they had their final draft as Harmer (2004) stated that writing process are planning, drafting, editing and final draft.

Then, the result of posttest showed that generic features became the highest mean score (7.06) and spelling was in the lowest mean score (6.42). Based on the process observed by the researcher, generic features became the highest score because in implementing the PBL, the researcher guided the students in constructing good argumentative paragraph by showing the model of that paragraph also. While, for the lowest score, which was spelling, there was still misspelling happened that the researcher indicated this was because the limit time of writing. Students tended to focus on the

content of their writing since they got easier of constructing idea after getting the treatment. The researcher said so since in the process the students could write better less of misspelling.

From the finding, it showed that the most improvement in writing category was generic feature. From five aspects inside this category; genre, theme, structure, rhetorical strategies and linguistic features, and vocabulary, the most improved one was genre. This was because in generating their idea, students already had made their list of solution where they elaborated into their writing. By making list in generating their idea, the students has a good awareness in making their writing which was argumentative writing. Besides, structure also improved better since in generating their idea, the students started from their list, which one list of idea became one paragraph. So that their paragraphs became well structured.

Based on the findings, the lowest rank of the indicator's percentage score comes to the first indicator. It is students-centered. However the score was not really far form the third indicator, which ware collaborative learning and the percentage for both indicators are up to 50 %. This is because in the class the students sometimes still need the teacher to ensure them about the idea that they have got in a group discussion. In other hand, active knowledge construction got the highest percentage. This means that the students believed that PBL could help them in constructing idea to write. By discussing in a group discussion and also making a list of

problem to solve the problem, they could know how to start their writing and make it in an argumentative paragraph. Overall, from the result of all three indicators' percentages proposed by Problem-Based Learning, students agree with the implementation in this research.

From that result of questionnaire, it could be concluded that item number 10 where the statement is "I got new knowledge by learning through several topics from different problems" became the most helping one in the teaching learning process since more than 80% students agree with this statement. It showed that the students were interested learning through the problems since they got new knowledge from the problems given by the teacher.

While for the statement number five, which is "I like to work individually and collaboratively in the classroom while the teacher only controlling" was opposite from the item number 10 where almost 50% the students were disagree with that. From this statement, it can be assumed that the students did not really enjoyed doing their writing or task without any big role of teacher in the process of teaching learning. The students tend to ask a help from the teacher in writing and feel hesitate in making their own writing without any big part of the teacher in teaching learning process.

Therefore, it is assumed that the students showed their interested toward the treatment, which is Problem-Based Learning and writing process in teaching writing. This is in line with the process of treatment that the students were pleased with the implementation. This finding was

in line to the previous research of Affandi (2015) who found that most of the students feel enjoy solving the problem, which is selected by the teacher to be used in learning process of writing argumentative paragraph. Besides Coffin (2013) also found that by implementing PBL in this context was quite successful in terms of enhancing the learning experiences of both students and teachers positively and effectively.

In accordance with the last result of this research, it was shown that Problem-Based Learning is one of the appropriate techniques to teach writing. This was because Problem-Based Learning provides some steps in writing, from constructing idea to final draft independently. Students became the center of teaching learning process since teacher or the researcher was only monitoring the students' activity in the classroom. In making their writing, the students had a discussion with their group in constructing the idea to write to have a good paragraph. They worked in collaboratively first to have many idea to write after that they made their own writing individually by elaborating the idea that they have discussed together in a group before. It is likely mentioned in chapter 2 that there are three main points in Problem-Based Learning which are students-centered, active process of knowledge construction, and collaborative learning (Maurer and Neuhold, 2012).

Besides, since in this research the researcher combined PBL and writing process, it seems becoming more effective to improve students' writing. It is shown from the process that after the students got the idea to start their writing, they did peer

correction in two ways, which are the content and also the structure of their writing. Then, revising and editing helped the students to make a better paragraph. It implies that learners play an active role in planning, monitoring, and evaluating in learning process (Dolmans et al, 2005).

CONCLUSION AND SUGGESTION

In line to the findings that the researcher found after conducted the research, the researcher draws several conclusion as follows:

1. Problem-Based Learning gives a big role in generating students' idea to make their own writing become well-organized and logical writing.
2. In teaching, an English teacher can take an approach from other field to promoting students ability.
3. Assessing students' writing achievement can be assessed through the specific rubric scoring to see the detail improvement of students' achievement.
4. As a teacher, monitoring students in the classroom is not a good way for teaching university level especially in planning stage of writing.

Some suggestions that the researcher would like to propose based on the conclusion are as follows:

1. For the English teachers who want to use Problem-Based Learning technique are suggested to be able to choose the appropriate

problem, which is familiar to the students.
2. For further researcher, it is suggested to conduct a research more in depth in the same field with different context.

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