CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter dealt with the finding and discussions that were found from the activities during the research. As mentioned in the previous chapter that in this research, the researcher wants to describe the implementation of problem based learning in teaching writing report text trough online and students' response toward problem based learning in teaching writing report text through online that implemented at ten students Ninth grade of SMP HANG TUAH 1 SURABAYA.

Before presenting the findings of the study, in this part the description of subjects' profile are presented. Although the descriptions of the subjects are not the needed data, they are important to picture out how the subjects view about English learning in the present condition (pandemic Covid-19).

4.1 The Description of Research Subjects

The presentation of the data findings in this part, related to the teacher who implemented The Problem base learning in teaching writing report text through online and the ten students responds. They had to learn activities in distance way suddenly without prior training and simulation so that both teachers and students are not accustomed to learning in that way. Before the researcher presented the data findings in this research, firstly, the researcher presented the subject profile of the English teacher and ten students also describe the online class that used in observation class.

4.1.1 English Teacher's Profile

The subject is an English Teacher she was graduated for S1 in 1999. She has been taught English for about 20 years. She has lots of experiences including teaching students various levels ranging from elementary, middle to high school. She has been teaching at SMP Hang Tuah 1 in Ninth and seventh level for about 5 years. She has enthusiasm in speaking and writing but she does not have various methods to teach the student including The Problem based Learning she ever heard but still confuse in Implementation. She also somewhat difficult when teach use Information technology. As showed in the following interview transcript.

Interview I: Teacher, June 03, 2020

Teacher:	*Dengan kondisi yang seperti ini saya harus dengan terpaksa menggunakan media daring/ jarak jauh (With conditions like this I have to be forced to use online media / long distance)*
Researcher:	*Model pembelajaran apakah yang ibu ketahui? (What learning model do you know?)*
Teacher:	*Sebenarnya banyak ya model pembelajaran itu tapi selama ini saya lebih cenderung out of the box atau keluar dari PAKEM model pembelajaran artinya saya lebih menekankan pada learning by doing dengan mengetahui kondisi dari siswa tersebut.(Actually there are many learning models, but so far I have been more inclined to go out of the box it has mean I put more emphasis on learning by doing by knowing the conditions of those students).*

Researcher: *Apakah ibu pernah mendengar tentang model belajar Problem based Learning? (Have you ever heard of the problem based learning model?)*
Teacher: *Ya Pasti! saya lebih ke pendekatan emosional mereka atau emosional approach mereka jadi setiap saya mengajar saya selalu mengamati kondisi mereka, misalnya mereka mengantuk saya mendekati mereka kemudian saya memberikan arahan yang baik dan mendakati emosional mereka.(Yes, for sure! I am more to their emotional approach or their emotional approach so every time I teach I always observe their condition, for example they are sleepy I approach them then I give good direction and approach their emotional.)*

4.1.2 Student's Profile

In the observation of this study, the subjects was ten students ninth grade where they had been taught material about report text in class before there was covid-19 pandemic. The ten students are one class and have satisfactory grades in English in class IX B. Since the closure of the school they have never met directly with the teacher or other friends so that in communicating in learning they only rely on social media or other communication media.

4.1.3 Online class

This section the teacher uses two communication media to be able to connect between students and the teacher namely the *WhatApps* group application aims to provide information to students related to the schedule of online class

implementation, materials and assignments *(figure 5)*. The teacher uses the second

online media, the *Zoom Meeting* application which is used for class meetings in

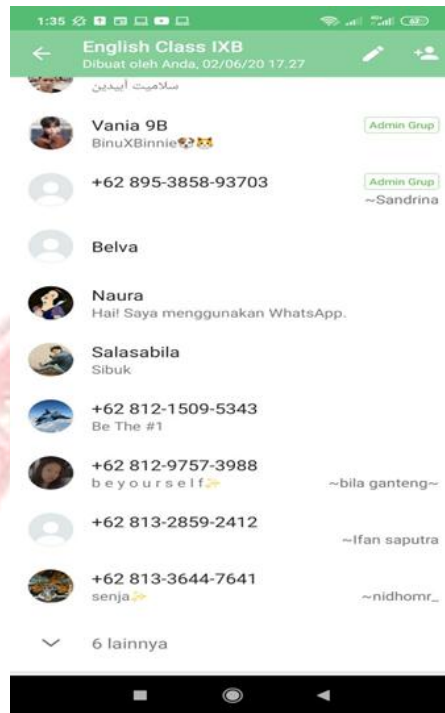real time and explains the subject matter *(figure 6)*.

Figure: 5 (WhatApps group teacher and student)

Figure: 6 (Online Meeting Class by Zoom meeting Apps)

4.2 RESEARCH FINDING

Based on the result of observation check list and questionnaire to the subject of the study, the researcher presents the finding of the study. The observation was taken from teaching learning activities through online on June, 3rd 2020 where the subject is ten students of IX B of SMP Hang Tuah 1 Surabaya.

4.2.1 The Implementation of Problem Based Learning in Teaching Writing Report Text though online

The researcher described the observation from the result of the observation check list in teaching writing report text through online. The researcher present at online meeting as an observer and helper in *Zoom Application meeting*. The researcher was joining and when the teacher was implementing Problem Based Learning in teaching writing report text to the ten student of ninth grade of SMP Hang Tuah 1 Surabaya through online meeting class (*figure7*)

The researcher was joined in online meeting class in order to observe and also taking information for observation checklist. The observation checklist was in *appendices page*.

Figure7. The researcher Joined in online meeting class

4.2.1.1 Preliminary Preparations

The teacher asked researcher to guide how to check the students that they were login and connected to the *Zoom meeting application*. Checks ranging from video connections and audio must stay connected in students while was checking student attendance. The teacher greeted and motivated students to keep learn in any condition. After that the teacher presented learning methods that will be carried out by students and forgot asked students to lead a prayer together.

1.2.1.2. Core Activities

In online class meeting that used *Zoom Apps,* the teacher asked to the researcher that is ready to begin? Yes! Answered by the researcher, and then the teacher explained the topic of learning report text and the purpose of learning report text to students. Then the teacher commonly explained with only used rules of verb in writing report text. The teacher did not give the characteristics and the example of report text in writing.

The following step, unilaterally, the teacher explained the learning ways related to learning by using problem-based learning without asked any feedback from the Students. The teacher continued the explanation by giving an example of an event which was a trend at the time. It was about "appeals related to physical distancing". The teacher explained material for writing report text was related to the topic being discussed and then developed them into good paragraph. The teacher did not ask for the students to exercise together about its topic. Directly

the teacher arranged for the student became five groups that consist of two persons.

Then the teacher gave a trending topic event to the student. She asked them to discuss and then make into writing in the form of report text. The students allowed brows in internet or find out to other sources to make writing. The teacher only asked to the students to make writing without guidance to the student to make investigation, collecting some information's or helping them in arranged the writing report text. The teacher stopped in teaching by *zoom* online meeting and gave time for about 30 minutes to the student discuss with each members of group by using *WhatsApp* Online media.

The second online meeting with *zoom meeting Apps* has begun. The teacher wanted to confirm and hearing the explanation the writing results of each group. Unluckily, many of the groups were not yet finished the task, so the teacher decided to end the meeting and asked each group to send the results through *WhatsApp group*.

1.2.1.3. Closing Activities

The teacher ended the online class meeting and gave supporting words to the student. The teacher checked the student's taxes in *WhatsApp group*. The teacher only gave feedback about structure sentences of the student's writing result and never gave feedback to the content of the student's writing results.

4.2.2 The student's response toward The Implementation of problem based Learning in teaching writing report text trough online

The researcher used questionnaire as instruments to find out student responses when the problem based Learning in teaching writing report text trough online Implemented. The researcher took the questionnaire answers to the ten students of the ninth grade through *Google form Apps.* The questionnaire was given on 4th June 2020 one day after the lesson was completed. There are ten statements given to the students. The indicators in statement included:

a. *student's opinion about their experience of learning through* online drew at the statements number 1 and 11

b. *Student's opinion about the way the teacher teach their students using Problem based learning method* drew at the statements number 2-4

c. *Student's opinion about the way the teacher teach their students using Problem based learning method in teaching writing report text through online* drew at the Statement number 8

d. *Student's responses about problem Based learning method through online* drew at statements number 6-7

e. *Student's responses to learning writing report text using Problem based learning method through online* drew at the statement number 9-10.

Table 4.3

No	Statements	The Statement supportive to the Learning Model		Presentation result		Total Student answer
		Positive	Negative	Yes	No	
1	It was the first time I studied online.	√	-	80%	20%	100%
2	The teacher explained Problem based Learning model was very well and clearly.	√	-	30%	70%	100%
3	It was the first time I learned by problem solved method	√	-	70%	30%	100%
4	I thought critically and curiously about new things by problem based Learning model	√	-	50%	50%	100%
5	By discussing, made me braver to submit opinions or questions to the teacher or friend	√	-	80%	20%	100%
6	Studied by Problem based learning model through online make me bored because I have to think more	-	√	40%	60%	100%
7	Studied by Problem based learning through online made me happy to learn	√	-	30%	70%	100%
8	Learning in a group made it easier for me to do the English writing report text assignment	√	-	70%	30%	100%
9	I was very satisfied with the results of my writing report text because the teacher made it easy for me to do.	√		30%	70%	100%

10	I taught interesting ways to write the report text.	√	-	30%	70%	100%
11	I did not difficulty discussing with friends because I did not meet them	√	-	80%	20%	100%

The Diagram of Questionnaire
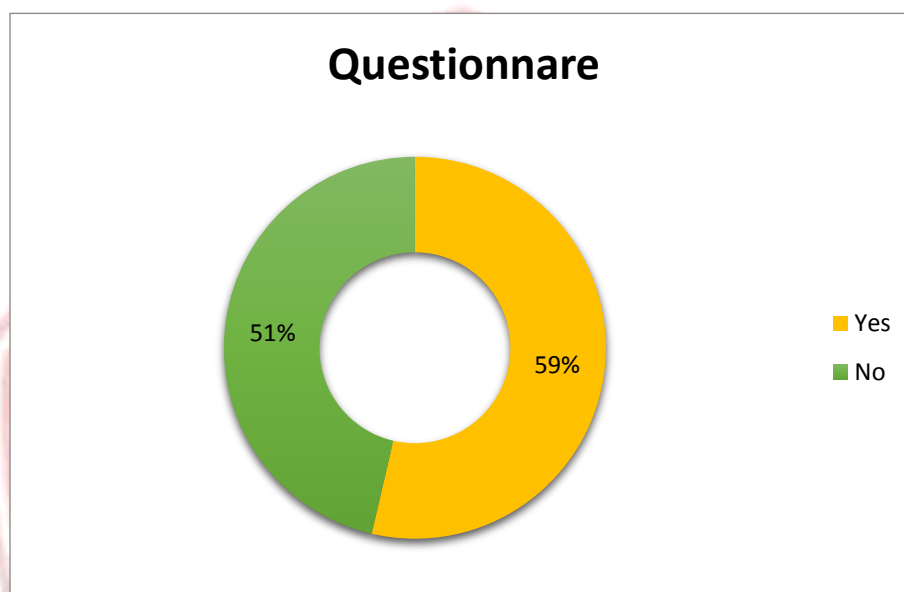
4.2.3 Analyzed of Statements

The following part deals explanation of each statement. The statements were presented in a simple conclusion.

Statement number 1

The statement "*It was the first time I studied online.*" From the result the students answered "Yes" were 80% students and the students answered "No" were 20% students. Based on the data, the researcher knows that almost students never learned through online.

Statement number 2

The statement was, "*The teacher explained Problem based Learning model was very well and clearly*" The result of this statement was the students answered "Yes" were 30% students and answered "No" were 70% students. The researcher concluded that the teacher explained with a small portion to the students. Also possibly the teacher did not know well about this method.

Statement number 3

The statement was "*It was the first time I learned by problem solved method*". From the result, 70% students answered "Yes" and 30% students answered "No". Based on the data, the researcher knew that almost students never taught by the teacher using problem based learning model.

Statement number 4

The statement, "*I thought critically and curiously about new things by problem based Learning model*". The result of this statement was the students answered "Yes" were 50% and the students answered "No" were 50%. Based on the data above, the researcher knew that Problem based learning could increase the student's critical thinking although in the same portion student did not feel improved.

Statement number 5

The statement was, "*By discussing, made me brave to submit opinions or questions to the teacher or friend*." From the result, the students answered "Yes" were 80% students and answered "No" were 20% students. Sometimes in the class, the students know the answer to the question presented by the teacher, but

the students feel shy to answer it. Based on the data above the researcher concluded that problem based learning made students braver to answered questions and presented the opinion to the teacher.

Statement number 6

The statement, "*Studied by Problem based learning model through online did not make me bored*". The result of this statement was the students answered "Yes" were 40% and the students answered "No" were 60%. Less of variation model used by the teacher in teaching sometimes causes the students sleepy in class moreover limitations in the range of communication as online made the students felt free as they wanted. From the data above, the researcher concluded that Studied by Problem based learning model through online made the student a little bored.

Statement number 7

The statement, "*Studied by Problem based learning through online made me happy to learn*". From the result, the students answered "Yes" were 30% students and answered "No" were 70% students. Based on the data above the researcher concluded that Problem based learning model through online did not make students happy to learn.

Statement number 8

The statement, "*Learning in a group made it easier for me to do the English writing report text assignment*". From the result, the students answered "Yes" were 70% students and answered "No" were 30% students. One component of the

problem-based learning model in learning activities was learning in group. Based on the data the students became easier when the students did writing reports text used problem based learning.

Statement number 9

The statement, "*I was very satisfied with the results of my writing report text because the teacher made it easy for me to do*". From the result, the students answered "Yes" were 30% students and answered "No" were 70% students. From the data above, the researcher concluded that the problem-based learning method taught by the teacher in teaching writing report text to the students was difficult understood by the students.

Statement number 10

The statement, "*I have been taught interesting ways to write the report text." From the result, the students answered* "Yes" were 30% students and answered "No" were 70% students. From the data above, the researcher concluded that the problem-based learning method taught by the teacher in teaching writing report text to the students was no interested by the students.

Statement number 11

The statement, "*I did not difficulty discussing with friends because I did not meet them*" From the result, the students answered "Yes" were 80% students and answered "No" were 20% students. One component of the problem-based learning model in learning activities was discussing. From the data above, the researcher concluded that Implemented Problem based learning model through online in teaching-learning activities was little difficult.

1.3. DISCUSSION

In this section the researcher discuss the process of the implementation of Problem Based-Learning in teaching writing report text trough online. The data presented from Observation field note, and Questionnaire.

4.3.1 Finding in the Observation check list

During the observation, the researcher found out of the result of teaching learning process conducted by the teacher in implementing of problem based learning technique in teaching writing report text through online. Based on the observation check list the teacher did not implement Problem based learning method well and only gave little explanation about report text. The teacher left several stages of problem-based learning method that wrote at lesson plan before teaching. According to Hmelo-Silver,C. E. & Eberbach, C. (2012). "Having an understanding of the theoretical foundations of PBL is thus important in designing and facilitating productive PBL experiences."

In implementing problem based learning to the teaching writing reports text through online, the teacher begun by presenting a factual problem that happened around us through *video streaming*. The Problem was about *"Covid-19 virus spread is getting worse in Surabaya"*. According to Torp & Sage (2002) "In order to promote flexible thinking, problems should be complex, ill structured, and open-ended; to support intrinsic motivation, they must also be realistic and

connect with learners' experiences". Here the teacher praised in presenting the problem because the topic that had chosen by the teacher was very up to date.

After that the teacher gave some instructional plan such as finding the some questions that have correlation with this topic, finding the answer about the questions, finding some solutions about the problem and finally writing into writing report text form. According to Walker and Leary (2009) "in Problem based learning strategic performance problem might ask learners to act in complex, real time situations in which they have to employ and adapt tactics as appropriate to situational demands." The teacher gave quite well about the instructional plans but the teacher did not the clear explanation about report text material and also did not give the example of writing report in the rules of report text form. According to Graves (1983) in Westwood (2008), the process approach gives the students to be independent learners. So without the example approach students have difficulty in achieving the main results of this learning process. It is students be able to write report text in writing report text form.

The next steps the teacher gave the time to the student in group through online to collect information, analyzing, investigating and seeking clarification of the topic of the problem. Because the limited direct communication problems, it means the teacher difficulty to spread the students became some little group through online. The teacher only gave the order student in group to think logically, be creative in finding problems and solutions without giving without providing assistance and direction related to group findings. In PBL groups, students often work together to construct collaborative explanations, but usually

need support to collaborate well and a facilitator helps accomplish this (Herrenkohl & Guerra, 1998; King, 1999; O'Donnell, 1999; Palincsar & Herrenkohl, 1999) in Hmelo-Silver (2012). Actually, there are several ways used by the teacher to carry out the discussion process between students, there were; using wa group, messenger, direct message and so on. But when learning is taking place through zoom application it will become difficulty things. This stage is a technical problem when problem based learning is implemented through online.

In the stage of analyzing and evaluating the problem-solving process is become the key feature of problem based leaning model (Hmelo-Silver,C. E. & Eberbach, C.2012). This stage consists of; presenting findings and solutions activities, helping analyze, evaluating the problem-solving process activities and providing an explanation also clarifying of the findings. The teacher did not do analyzing and evaluating because each group hasn't finished the task yet even though the learning time almost over. According to Pea & Salomon (1993) in Hmelo (20120 "The bigger group structure helps distribute the cognitive load among the members of the group, taking advantage of group members' distributed expertise by allowing the whole group to tackle problems that would normally be too difficult for each small group". This is become greatest problem during the implementation of problem based learning in teaching writing report text through online.

The outline is the implementation of problem based learning in teaching writing report text through online to the ninth grade students of SMP Hang Tuah 1 Surabaya quite difficult to implement.

4.3.2 Finding in the Questionnaire

Based on questionnaire about the students respond to the implementation of Problem based learning in teaching report text through online was almost the students' answered about those questions in negative things. The first question to know the students respond was "*Studied by Problem Based-learning model through online make me bored?"* 30% students answered No and 70% students answer Yes.

It meant the students bored in learning to use Problem-Based Learning. Whereas According to Blake, R. L. (1993) "Problem Based-Learning has stimulating and one of the good learning methods because it is more flexible and interesting to students. They enjoy this environment of learning for it is less threatening and they can learn independently. All these aspects make students more self-motivated and they pursue learning even after they leave the school or college". It was happened because the teacher explained the steps of Problem Based Learning unwell and unclearly. The students feel confused about what being doing and assumed the teacher only gave assignments to do and collect. This became a routine for students where they feel bored and have nothing new.

The next question to know the respond of the students about the Implementation Problem Based-Learning in teaching report text through online was *studied by Problem based learning through online made me happy to learn?* Almost the students answered no. It was happened because the teacher did not make discussion and interaction to the students in implementing the model so that

the students felt difficulty to do the assignments. Problem based-Learning made the students were self-motivated, good teamwork, self-directed learning etc. According to Tan (2004) "Problem Based-Learning is collaborative, communicative and cooperative. Students work in small groups with a high level of interaction for peer learning, peer teaching and group presentations". It meant with PBL the students should discuss with other friends and the teacher, It make the assignments easier than work individually. It made the students happy because were interaction with others.

I was very satisfied with the results of my writing report text because the teacher made it easy for me to do?, It became next question to the students. Almost the students answered No, it happened because the teacher did not give the explanation and example clearly. The teacher only gave the common rules in writing report text and did not give the example. It made students confused in writing report text.

The next questions to know the students respond was "*I taught interesting ways to write the report text*". The students answered 30% yes and 70% No, it meant the students uninterested about this teaching model. It happened because the teacher explained Problem based Learning model was unwell and unclearly. According to Havita (2000) "the goal of teaching, the teacher must adopt effective teaching methods that can lead to learners understanding the subject being taught. Being the most commonly used teaching method, explanation integrates well in all methods of instruction, such as discussions, seminars, practical lessons and tutorials." Ideally, when students do not understand or never used a problem based

learning model, the teacher explains the meaning, steps and objectives of learning

clearly, but the teacher did not do it. These were the causes why the students feel

bored and unhappy in leaning to use Problem based learning.