

**THE IMPLEMENTATION OF PROBLEM BASED LEARNING IN TEACHING  
WRITING REPORT TEXT THROUGH ONLINE TO THE 9TH GRADE  
STUDENTS AT SMP HANG TUAH 1 SURABAYA**



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This research is focused on the Implementation of Problem Based Learning in teaching writing report text trough online. This research was conducted using qualitative descriptive methods. Ninth grade student at SMP Hang Tuah 1 Surabaya is the subject of this study. The data in this study were interview, checklist data, student questionnaires, and recording videos of the PBL learning process through online. All Online activities during teaching writing using the PBL method are the source of data in this study. The results showed that learning to write report texts using the Problem Based Learning (PBL) method through online cannot be done in ninth grade students. In addition, student responses in implemented of the PBL method through online in learning writing report text have many negative impacts for students, reinforced by the results of the questionnaire which showed 32.5% of students gave positive responses and 67.5% of students gave negative responses. The researcher gave some suggestions to 1) the English teacher to follow all of the steps of the Problem-Based Learning model, 2) To the student can active in teaching-learning activities in online class or offline class

### **Background of the study**

Writing is one of four skills that need special attention because writing is a means used to spill out an idea that will be presented to others to be understood. There is a Preamble that motivated to write is all scientist are the same until one of them writes a book (Wishnubroto W, in Shodiqur : 2016) this implies that when we want to contribute to science, the path used is to make a creation, and a simple creation that many people can take the benefit without limited time is writing. It means when we want to know the opinions of experts the simplest way is only known the products, the product, in this case, is writing.

In academics, or in the world of education, whether the lecturer or teacher to be productive when many scientific writings are produced. The ecosystem of

education can continue to progress because research activities are still ongoing. The research is proven and documented in the form of scientific work and become a reference for other researchers. However the writing is very important in the education world. The government prepared the student to be active in writing skill through the curriculum which never lost despite many changing.

The latest situation, in pandemic COVID-19 where the spread of this deadly virus is increasingly widespread, is going massively. According to Johns Hopkins University (2020) it about 200 countries are fighting covid-19. World health organization (WHO) urge to do physical distancing until lockdown to many countries the aim the COVID-19 does not spread widely. Become very dangerous to the people that comes together doing activities in a place moreover learning in school. So that, the government closes all of the school, dismiss the entire student and changing term learning at school to be learning at home.

Learning is must be going whatever of the situation. To cope with ongoing learning and teaching activities, online learning is the best choice that used in this situation. Online learning used media online as support has become important for students and teachers. They can face each other even in separate places. So that the processing of learning especially English writing in always goes on without obeying the government rules.

Writing is productive skills, so it aims to learn the students' ability to produce some texts. However, writing is the most complex skill compared to the three other skills such as listening, speaking, and reading (Cahyono and Widiati, 2011:69). Writing is needed by the students' to understand the words, sentences, and structures which explain the meaning of the utterance made by them. Learning how to write for

non-English speaker is not only about writing performs, but also the clue to interact writer and reader.

However, mastering to write correctly is found out to be one of the most difficult of the four skills for all language users. In the writing, the writers inform the idea and the message in the written form. With so, the reader can understand the experience, event, and histories the idea easily. The difficulty of writing lies not only in organizing ideas but also in translating this idea into readable text (Richards and Renandya, 2002: 303). So it is meaning when we learn writing we have to accustom our minds to stringing sentences, if we are accustomed to thinking of stringing up sentences then our speech will be more structured properly, and if our speech is well structured then other people will easily understand our words.

The effect is when other people give good feedback then we can easily hear and understand others. In the writing process, needs to read a lot of references from many sources, this indicates that writing is also required reading skills to support the writing. Finally, three aspects of English such as speaking, listening, and reading will be covered in writing.

In the standard competence and basic competence for ninth-grade students should master in several kinds of text genres either reading or writing they are: Descriptive, Recount, Procedure, Narrative and Report text (Permendikbud, 2018:37). According to Gerrot and Wignell (1994 :196-197) Report text is text that similar to the descriptive in general structure but different in the point of observation. In the report text, the observation is more general and in descriptive is specific things.

Report is a text which functions to describe the way things are, with reference to a range of natural, man-made, and social phenomena in pure a environment. A

report presents information about a subject. It is a result of observation and analysis. Here, the students are required to have enough knowledge and information. Text reports are text that is similar to the descriptive in general structure but different in the point of observation. In the report text, the observation is more general and in descriptive is specific things.

Based on the writers' experience in observing the teaching training in SMP Hang Tuah 1 Surabaya, the Researcher found two points that could be related to this research. The first, Regarding the importance of writings in the world of education, researchers found the least of scientific work produced related to SMP Hang Tuah 1 Surabaya, either from outside researchers or in SMP Hang Tuah 1 Surabaya. Whereas the year of the establishment of SMP Hang Tuah 1 Surabaya around the 1950s. It should be many things that have been produced are mainly scientific works that are very supportive of the quality of educational institutions. In reality, the school has not been able to achieve the desired thing especially in the field of scientific work in the form of writing. That why the researcher who is the teacher of Junior Hang Tuah 1 Surabaya tries to make a little contribution to writing in the form of this research.

Secondly, writing Report text was a serious problem for students. They had difficulty in developing ideas, applying the rules of sentence, choosing suitable words to confuse to find out the topic, many repeating ideas. Could not develop and organize their idea and express it well is the most fall found from the student. The researcher assumes that those happen because of less practice or boring method and media in the learning activity.

There are many methods and media that can use in learning activities on of them is learning by media online as we know online learning. According to Dhull

Indira and Sakshi M.S (2017), Online Learning encompasses a range of technologies such as the World Wide Web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education.it has meant that online learning is a process of learning activities through online media.

There many advantages to using online learning except supporting in pandemic conditions. Carolan Fergal and Kyppö Anna (2015) in their research Teaching process writing in an online environment which the research takes in a course that uses the online learning method states that there is a positive response in the development of the participants' writing abilities. Initially, the participants of various abilities after attending their writing skills program improved and were more academic than the initial abilities. So, that might be a great way in teaching writing text.

Permendikbud number 103:2014 and Permendibud number 22:2016 implied the teacher should apply one of the learning models suggested. The models are used as the approaches in the learning process which are arranged systematically in order to be able to gain the learning purpose in the class. There are some models of learning suggested in the Curriculum 2013. They are Problem Based Learning, Project-Based Learning, Discovery or Inquiry Learning.

Based on the description above, one of the learning models that can be used to teach reports text is problem-based learning. Problem-based learning is a learning process conducted by a group that focused on problem-solving scientifically. Margeston in Rusman (2011:230) implies that a Problem-based curriculum can increase the development of long-life education in the form of open-ended thinking, reflective, and active learning.

Problem Based Learning is a significance innovation in education (Boud and Feletti in Rusman 2011: 230). The writing's idea surfaces due to the spontaneous inspiration of an activity. The activity encourages students to stimulate thinking activity based on actual and environmental problems. Later, this problem can be reported in written form. The source comes from actual and environmental problems, used by the students and implemented into writing expression.

Problem-based learning facilitates students in solving problems, communication, and group work. Then, Problem-based learning can help students in solving the problem around the team in writing. They will solve the problem together in their group and discuss each other so that their ideas and information can develop. From this statement, the researcher believes that Problem-based learning can make students active and have a higher level of thinking. Considering to all of the factors and the problem in the background of the study above the researcher has a purpose related to study teaching-learning strategy under the title "The implementation of Problem Based Learning in Teaching writing report text trough online to 9th student at SMP Hang Tuah 1 Surabaya".

### **Research Method**

This study aimed to investigating of the implementation of problem-based learning in teaching writing report text trough online at ten student of Ninth grade of SMP Hang Tuah 1 Surabaya, East Java and the students' perception of the problem-based learning in teaching writing report text Implement through online. This study used qualitative research design, but mainly descriptive qualitative design (Cresswell, 2008). Qualitative research design have chosen due to some reasons based on what stated by (Cresswell, 2008). First, it was because it allowed the present study to use

multiple methods to collect data. This study used observation, interview as well as questionnaire.

Second, Qualitative research design offered flexibility if something more interesting came up during the research. In addition, based on Fraenkel, Wallen, & Hyun (2012), it has greater emphasis on holistic description on describing in detail all of what goes on in a particular activity, situation, attitudes, or behaviors of people.

Furthermore, qualitative research is especially helpful when it provides us with someone's perceptions of situation that permits us to understand his or her behavior (Krathwohl, 1998). To find out some answers from the research question, researchers have used the following steps; the first research question have answered by analyzing the data gathered from observation, interview as well as questionnaire, while the second research question have answered by analyzing the data gathered from questionnaire and interview

### **Research Finding**

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,

There are several reasons why researchers take data in only one meeting. The first reason is because the English learning schedule available at SMP HANG TUAH 1 SURABAYA is very long so that it allows all research procedures to be completed in one study. The second reason is because of the limited time that researchers have. And the third reason is due to the existence of a COVID-19 pandemic that occurred after the research took place so that it makes a barrier for researchers to explore this topic more deeply.



## 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*)



Figure7. The researcher Joined in online meeting class

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

### DATA CHECKLIST

Nama Guru : Sri Gunanteni, S.Pd  
Sekolah : SMP Hang Tuah 1 Surabaya  
Kelas/Semester : IX B/II  
Materi : Wrtiting report text  
Tanggal : 5 Juni 2020  
Waktu : 2 X 40 menit

Keterangan:  
Kualitas berarti perbandingan antara indicator dan pelaksanaan

	Kegiatan Pembelajaran	Terjadi		Kualitas		
		Ya	Tidak	Sesuai	Kurang sesuai	Tidak sesuai
<b>A</b>	<b>Pendahuluan kegiatan</b>					
	1. Guru memastikan semua siswa sudah terhubung melalui aplikasi <i>Zoom video conference</i> dan tidak ada kendala koneksi	√	-	-	√	-
	2. Menyampaikan salam dan memberi motivasi untuk selalu semangat belajar dengan apapun kondisinya	√	-	√	-	-
	3. Memberikan perintah kepada salah satu siswa untuk memimpin do'a	-	√			
	4. Memeriksa perlengkapan belajar peserta didik seperti buku paket dan catatan	√	-	√	-	-
<b>B</b>	<b>Kegiatan inti</b>					
<b>Tahap 1 Orientasi siswa terhadap materi pelajaran dan metode pembelajaran</b>						
	1 Menyampaikan topic pembelajaran melalui online	√	-	-	-	√
	2 Menyampaikan tujuan pembelajaran melalui online	√	-	-	-	√
	3 Menjelaskan materi Report text beserta aturan penulisannya sesuai dengan tujuan dari report text, generic structur.	√	-	-	√	-
	4 Memberikan contoh penulisan sesuai aturan report text dari hasil bahan contoh pengembangan topic melalui online	-	√			
	5 Menyampaikan langkah-langkah pembelajaran dengan model pembelajaran Problem based Learning melalui online seperti memberikan suatu masalah umum yang akan dibahas, menyelidiki, presentasi, evaluasi.	√	-	-	√	-
	6 Menampilkan contoh materi writing report text yang	-	√			

	menggambar materi pembelajaran dengan menggunakan model problem based Learning					
7	Memberikan contoh satu topic masalah untuk dikembangkan bersama dan dicari solusinya kemudian dijadikan bahan untuk menulis report text	-	√			
8	Membagi 10 siswa berkelompok berpasangan (1kelompok 2 Siswa) secara online	√	-	√	-	-
<b>Tahap 3 Membimbing penyelidikan</b>						
1	Memberikan satu topic permasalahan yang sedang trend	√	-	√	-	-
2	Menjelaskan langkah-langkah yang akan dilakukan oleh siswa sampai bagian akhir aktivitas.	√	-	-	-	√
3	Membantu tiap- tiap kelompok siswa mengumpulkan informasi, menganalisa, menyelidiki dan mencari penjelasan dari topic permasalahan	-	√			
4	Mendorong tiap- tiap kelompok untuk berfikir logis dan kreatif untuk mencari solusi dari hasil penyelidikan					√
<b>Tahap 4 Mengembangkan dan menyajikan hasil pengamatan</b>						
1	Membantu masing - masing kelompok dalam merencanakan dan menyiapkan laporan secara online	-	√			
2	Menghimbau, mengecek, membantu masing – masing kelompok menuliskan laporan dalam format text Report	√	-	-	-	√
<b>Tahap 5 Menganalisis dan mengevaluasi proses pemecahan Masalah dalam text report siswa</b>						
1	Menyuruh masing masing kelompok siswa untuk mempresentasikan hasil tulisan report text melalui online dengan membacakan	-	√			

	hasil tulisannya					
	2 Membantu Menganalisis dan mengevaluasi proses pemecahan masalah	-	√			
	3 Memberikan penguatan dan umpan balik baik lisan/tertulis terhadap hasil kerja siswa	√	-	-	-	√
	4 Memberikan penjelasan dan pelurusan	-	√			
<b>C.</b>	<b>Penutup</b>					
	1 Memberikan Refleksi dari seluruh aktivitas belajar	-	√			
	2 Berdo'a	-	√			

### 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.

### 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*.

### **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

### **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 4<sup>th</sup> June 2020 one day after the lesson was completed. There are ten statements given to the students. The indicators in statement included:

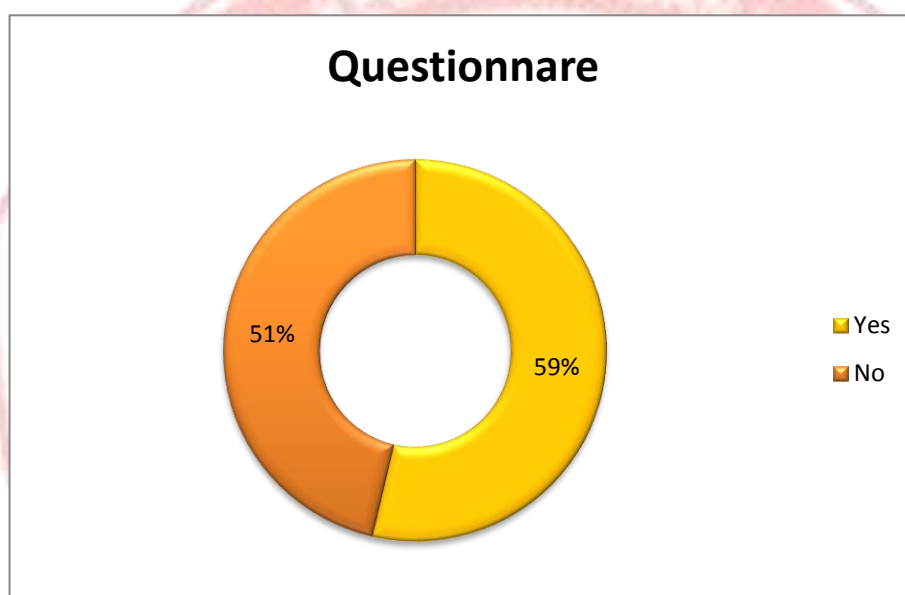
- a. *student's opinion about their experience of learning through online* drew at the statements number 1 and 11
- b. *Student's opinion about the way the teacher teach their students using Problem based learning method* drew at the statements number 2-4
- c. *Student's opinion about the way the teacher 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.

#### **Conclusion**

Based on the results of qualitative research conducted at SMP Hang Tuah 1 Surabaya about The Implementation of Problem Based Learning in Teaching writing report text trough online to 9th student at SMP HANG TUAH 1 Surabaya. The conclusion is presented as follows:

1. 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.

2. 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

### **Suggestion**

Based on the results of the study found several problems unsolved, so researchers put forward some suggestions. The suggestions are as follows:

1. Problem Based Learning method is the method can improve the critical thinking of the students but when applied online, of course, required step change in PBL, one of the discussion in online learning is difficult to do. Especially accompanying students who are conducting online discussions. so that there is a need for a discussion method that is by the PBL syntax but was out online
2. In teaching through online, the ability of teachers in using IT must be improved because many teachers do not really understand the use of learning applications.



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