APPLYING DOUBLE LOOP PROBLEM SOLVING TO IMPROVE STUDENTS' ABILITY IN WRITING PARAGRAPH

(An Experimental Study of the Second Grade Students of Vocational High School Negeri 1 Simpang Jernih in the 2015/2016 Academic Year)

SKRIPSI

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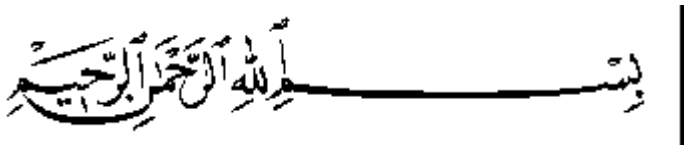

All praises be to Allah *SWT*, the Lord of the world, and the master of the day after, who has given us blessing and guidance. Because of His graciousness and mercifulness the researcher can write well. The researcher realizes and feels very sure that without His blessing, mercy, and guidance, it would be possible for himself to finish the paper. *Sholawat* and *sallam* may Allah send them to our Prophet Muhammad SAW, (*peace be upon him*), his families, his companions, and his followers. This world becomes peace because of his hard effort in giving the human being advices.

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Meanwhile, the researcher knows that this thesis has much weakness, because the researcher's skill is still limited. Therefore, the researcher hopes critic and suggestion correcting for better in the next time. The researcher also expects this skripsi has useful for writer and reader to add some knowledge.

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The researcher

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ABSTRACT

KASUMAH. 1042011019. Applying Double Loops Problem Solving (DLPS) to improve students writing paragraph ability at second grade students of Vocational High School Negeri 1 Simpang Jernih. Thesis. Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies (IAIN) Zawiyah Cot Kala Langsa, 2016.

The research was directed to find out to the effectiveness of Double Loop Problem Solving (DLPS) application in teaching English toward students' ability in writing paragraph at second grade students in Vocational High School Negeri 1 Simpang Jernih. It was designed through experimental study one group free test-post test, in giving treatments for experimental test. DLPS is a learning strategy which used in classroom by asking students look for the causes of the given problem then ask students to looking for the cause of the problem. The main feature of DLPS model is to cycle perpetually, humming along noticing defects and anomalies in processes and taking action to improve them when necessary. It means that the teacher gives a problem to students and asks them to look for the causes of the problem for classroom instruction for writing aspect skills. The research was conducted at second year students of Vocational High School Negeri 1 Simpang Jernih. There were consisted of 21 students in the class as sample. in giving treatments, the researcher conducted one group pre-test and post-test.They were pre-test, series of treatments, and finally post-test. The research took eight meetings for completed schedule. To analyze the data, the researcher applied Z_{test} for proving stated hypothesis. the hypothesis are "the application of Double Loop Problem Solving (DLPS) improve the second year students' of Vocational High School Negeri 1 Simpang Jernih capability for paragraph construction in writing skill of English subject" and "There is a significant difference in achievement between the students who are tough through Double Loop Problem Solving (DLPS) in teaching writing skill of English subject and those who are not tough using Double Loops Problem Solving (DLPS) strategy". The result of this study showed that double loop problem solving could improve students' writing paragraph ability. The students' responses showed that they were interested in learning English because they looked fun and had a big motivation in teaching learning process. Moreover, the analysis of the data showed that there was a significant difference of the students' average in the test of pre-test and post-test. The students' average in pre-test was 64,5 and the students' average in post-test was 79. Whereas, the students' percentage who passed the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM) in test of pre-test was 0% and in test of post-test was 66,67%. The all data was looked in the result of the researcher's research at the school. Based on the data that was researcher found above, the researcher concluded that students writing paragraph ability at second grade students in Vocational High School Negeri 1 Simpang Jernih could improve

in construct a good paragraph, they know about aspects of writing, such as; grammar, vocabulary, mechanics and organization by applying double loops problem solving.

Keywords: *Writing and Double Loop Problem Solving*

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CHAPTER I

INTRODUCTION

A. The Background of The Study

Writing is the productive skills. The productive skill is kind of skill where people can produce something by using body movement. For example, when people speak, they can produce oral language, whereas, when writing, they can produce written language. Writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements[1]. It means that writing is one of English skills which difficult to be taught. In writing activity, students are encouraged having some aspects which can increase their ability.

In writing, construct a paragraph is much more than a collection of connecting sentences. To construct a good paragraph, a writer should know about aspects of writing, such as; grammar, vocabulary, mechanics and organization. For instance; when we want to write a sentence with has done, we have to use verb two (past form). Then, it resembles to apply in construction of the paragraph. Moreover, mechanics is references, which taken word in punctuation and spelling. The last one, organization is the construction of paragraph. In writing, students find some difficulties which make students are not able to write an English sentence.

[1]Heaton, J. B. *Writing English Language Tests.* (New York: Longman, 1988), 135

First of all, the weak students produce a much smaller amount of work than more proficient students to break into the cycle of negativity and avoidance, it is necessary to find ways of simplifying writing tasks to make them more achievable for weaker writers. Examples of this may include talking through key aspects of what is to be written before the students begin to work; providing key words, phrases and opening sentences on the whiteboard; using gapped paragraphs in which the student only needs to add material; teaching the student a strategy for expanding upon basic ideas. It should also be noted that using a word processor for writing often results in students working much harder and producing longer written texts.

Secondly, students spend little or no time thinking and planning before they start to write Lack of planning is one of the reasons why some students write very little, and why their ideas are not presented in a logical order or with sufficient detail indicates that the content of their writing is less coherent than that of proficient writers, and is lacking necessary elaboration of main points. Effective writing requires the writer to spend adequate time generating ideas and sequencing these ideas into the best order before starting to write. This process does not seem to come naturally to weaker writers, so they need to be taken through the planning stage in a more structured manner with the teacher clearly modeling the steps.

Third, students usually reluctant to review edit and polish a first draft The ‘process approach’ to writing helps young writers understand that a first attempt at writing rarely produces a high-quality finished product. Effective writing usually

has to pass through a number of stages, starting with the initial formulation of ideas through to the first written draft, with subsequent editing and revising to yield the final product. This planning, composing, editing and publishing sequence must be made clear to students, and they must have many opportunities to go through the stages with feedback.

Finally, students tend to be preoccupied with the mechanical aspects of writing This has been identified as one of the main characteristics of students with a specific learning disability in writing; but it is also a common problem with almost all weak writers too. While transcription skills are reasonably important, they are certainly not as important as the creation and expression of good ideas during the composing stage of the task. The tendency to obsess over lower-order skills may reflect the undue importance that parents (and some teachers) attach to accuracy and neatness whenever a student writes.[2]

According to researcher's preliminary research from the English teacher of SMK N 1 Simpang Jernih, most of their students still get the same difficulties in writing paragraph. It is caused many factors including the limited students' vocabularies, the student less interesting with the subject and they think that English useless and make them bored in learning process. The SMK Simpang jernih students are thought by using the application double loop problem solving (DLPS) for paragraph construction in writing skill of English subject. It is directed to be adapted by the students and the teacher, in order to solve the students' poor performances in arranging sentences for logical order, forming a

[2] Westwood, Peter S. *What teachers need to know about reading and writing difficulties.* (Australia: Acer Press, 2008) p.56

good paragraph structure, transforming native language to be a proper English writing, and creating coherency in paragraph.

In fact, as long as students have high motivation in writing, they can write better than before. AS quoted by Klootwyk in Langan's book, "the more you read and the more you practice writing with that structure in mind, the better of you are."[3]It means that writing is very important, especially for Indonesian students as it belongs to four language skills that have to be mastered since elementary school, writing skill is considered difficult assignment. It can be known through students' activity when they do writing in classroom. They are looked too confused to maintain their ideas.

Based on the explanation above, the problems are occaned of the method and strategy that used by English teacher are not various. Therefore, the researcher suggests a strategy that can be applied in teaching writing skill that is Double Loop Problem Solving (DLPS). Yuari states that Double Loop Problem Solving (DLPS) is a variety of learning with problem solving which purposed to look for the first cause of the problem.[4]It can be described that DLPS is a learning strategy which used in classroom by asking students look for the causes of the given problem. The main feature of the double-loop problem-solving model is to cycle perpetually, humming along noticing defects and anomalies in processes and taking action to improve them when necessary. It means that the teacher gives a problem to students and asks them to look for the causes of the problem. After they find the causes, they have to write it in a paragraph. The researcher hoped

[3] John langan, *Ten skills you really need to succeed in college.* (San Francisco: Mc Graw Hill, 2003), 35

[4]Ngalimun. *Strategidan model pembelajaran*. (Yogyakarta: aswaja pressindo, 2011), 172

that the method can be useful for teachers and students to improve students in writing English's paragraph ability.

In conclusion, the purpose of the strategy above is to make the improvement of students' ability in writing paragraph. Based on the explanations above, the goal of this study is to find out **"Applying Double Loop Problem Solving (DLPS) to improve students's in writing Paragraph at second grade students in SMK N 1 Simpang Jernih".**

B. The Problem of the Study

In line the background of study above, the writer can formulate the research question, namely:

1. Does the application of Double Loop Problem Solving (DLPS) improve students in writing paragraph ability at second grade students in SMK N 1 Simpang Jernih?
2. Is it significant the application of Double Loop Problem Solving (DLPS) improve students' in writing paragraph ability at second grade students in SMK N 1 Simpang Jernih?

C. The Purpose of the Study

The purpose of the study is To find out the application of Double Loop Problem Solving (DLPS) in teaching English toward students' ability in writing paragraph at second grade students in SMK N 1 Simpang Jernih and this study

also targeted to figure out the significant of Double Loop Problem Solving (DLPS), which is directed to improve students writing skill in constructing paragraph.

D. The Significance of the Study

The study about the application of Double Loop Problem Solving (DLPS) in writing paragraph ability at second grade students in SMK N 1 Simpang Jernih will be useful to give some contributions to English language teaching and learning.

1. For teacher and researcher

   The finding of this research will inform them about the useful of Double Loop Problem Solving (DLPS) in writing and it will be change students' ability, especially in writing paragraph.

2. For the readers

   It can inform them about the application of Double Loop Problem Solving (DLPS) toward students' ability in writing paragraph and it will be known for reader.

E. Hypothesis

The SMK Simpang jernih students are thought by using the application double loop problem solving (DLPS) for paragraph construction in writing skill of English subject. It is directed to be adapted by the students and the teacher, in

order to solve the students' poor performances in arranging sentences for logical order, forming a good paragraph structure, transforming native language to be a proper English writing, and creating coherency in paragraph. From these targets of the study, it is hypothesized as followed;

Ho The application of Double Loop Problem Solving (DLPS) did not improve the second year students' of SMK Simpang Jernih capability for paragraph construction in writing skill of English subject.

Ha There is a significant difference in achievement between the students who are tough through Double Loop Problem Solving (DLPS) in teaching writing skill of English subject and those who are not tough using Double Loop Problem Solving (DLPS) strategy.

F. The Organization of Study

This thesis divided into five chapters. Chapter 1 has introduced the study and outlined its focus. Chapter 2 contains the theoretical frame work. Chapter 3 discusses the methodology of the study. Chapter 4 will gave an analysis of the results. Chapter 5, conclusions will be drawn from the measurement, followed by recommendations and limitations.