

ABSTRACT

PROBLEM-BASED LEARNING AND WRITING PROCESS COMBINATION IN TEACHING WRITING

By

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This study was aimed at finding out whether PBL and writing process combination in EFL writing classroom affect the students' writing achievement or not, the correlation between the students' perception towards the implementation of PBL and writing process combination in EFL writing class and students' writing achievement and how the process is. 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 by making field note. 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 meetings. Then, for students' perception toward the implementation of Problem-Based Learning showed that more than 80% agreed with the statement which described that PBL helped the students in generating their idea to start their writing. Besides, 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. Next, for the process, the researcher found that PBL was easier for the students to write since they have got ideas from their friends. This related to the next point of PBL, which is knowledge construction. The students made a discussion about the problems that might be arise from the topic given by the teacher. By this step, the students got ideas to construct their writing in a group or individually.