PROBLEM BASED LEARNING: SUPPORTING ACTIVE STUDENT RESPONDING IN WRITING

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Abstract

Students had difficulties to focus and got the idea to write their research report when they asked to finish their writing in certain time.Therefore, the researchers conducted the research on applying Problem Based learning (PBL) to support the Active Student Responding (ASR) in writing. The objectives of this research is to describe the students'responses in writing academic research especially their final project. The subjects of this study are the eighth semester of *Universitas Terbuka* who join *Pemantapan Kemampuan Profesional* subjects. The research methodology is descriptive quantitative.The sampling technique of the research is simple random sampling which uses 20 students from the eighth semester. The data obtained from questionnaire and observation.The reserach study concludes that the application of Problem Based Learning (PBL) encourage students to be creative in writing and enhance students'critical thinking in solve the problem. They tend to have a big effort to finish writing on their final project. It can be seen from the means result of students'concept learning questionnaire 69.8%. It meant that there were a big motivation from the students to write their research project.

Keywords: Problem Based Learning (PBL), active student responding, writing

Introduction

Writing research article demands students to focus in determining idea and apply the coherence structure. It also gives good impact for their writing product which can be published in journals.The good impact can be reached if the students pay attention and lecturers give model on their writing research article. It is in line with Hyland statement that students can develop their writing when they can imitate and collaborate the lecturers'model (2003:3). Whereas, some of students still lack of awareness to write properly and structurely. This condition happened to the students in *Universitas Terbuka* who were in the eighth semester. They had responsibility to finish their final project which used action research as the methodology. Based on the researchers' observation, the students still used conventional method to write their research article. They also felt confused when they tried to find the topic of their research. In addition, they got difficulties in determining their research roadmap and their research problems. Moreover, they didnot have enough knowledge to browse and search some literature reviews from internet or digital online library.

In line with those obstacles above, the researchers focus on the supporting students'responses in writing research article using Problem Based Learning (PBL) model.

Writing

Writing has many forms including sentences, paragraph, genre/text, essay, and academic report or final project. As stated by Grossmann (2009:3) there are many forms of writings which consisted of formal and informal writing or simple writing until academic writing.

In addition, writing research or final project needs some procedures or processes that must be mastered by students to publish their research on journal. Based on the White & Arndt (1991:4) cited in Grossmann (2009:5-6) there are some procedures which are used in writing processes. The procedures can be seen in the figure 1 below;
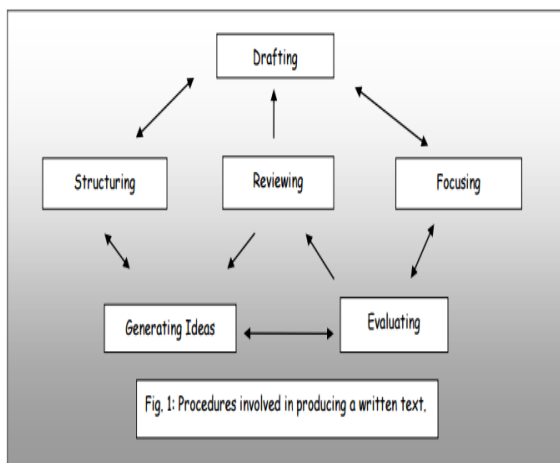
Figure 1. The Processes of Writing

The figure above describes that writing processes consists of generating ideas, structuring, drafting, reviewing, focusing, and evaluating.

Besides, the procedures of writing also needs some writing sequences activities which can foster students to write structurely. The activities are discussions (class, small groups, pair), brainstorming (making notes/ asking questions), fast writing (selecting ideas/ establishing view points), rough draft, groups (peer evaluation and responding), first draft, arranging information/ structuring the text, preliminary self-evaluation, conference, second draft, self evaluation/prof-reading/editing, finished draft, finished product, and final responding to draft. Those activities can be seen clearly on the following figure;
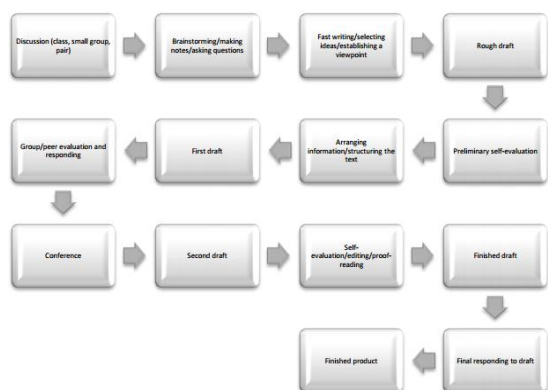

Figure 2. The Sequences Activities in Writing

Problem Based Learning (PBL)

Problem Based Learning (PBL) is a concept of learning model which based on the problems faced by the students. This conceptual model of facilitated learning, has been used with outstanding results in the education major.It is in line with Downing (2013:621) mentioned that Probem Based Learning is not only learning pedagogy but also a training environment in which all curriculum elements are systematically aligned to help students achieve the learning outcomes. Furthermore, Savery (2006:9) suggests that an instructional and curricular learners centered-approach which encourages learners to conduct a research, integrate theory and practice, apply knowledge and skills to develop viable solution to a defined problems called Problem Based Learning.

Moreover, Problem Based Learning (PBL) has advantages for students. As stated by Downing (2013:621), there are advantages when students learn using Problem Based Learning, such as;

1. it allows students to become learning facilitators rather than lecturers
2. it promotes critical thinking while conveying information literacy content/concepts
3. it is much more suited to teaching conceptually about digital information rather than just illustrating various online resources in a given subject area
4. it promotes peer-to-peer learning, which is more closely aligned with how students learn.

In conclusion, Problem Based Learning needs a collaborative learning based on students center learning which give many benefits for improving students'writing final project in the eighth semester to complete their study in *Universitas Terbuka*.

Active Student Responding (ASR)

Active Student Responding (ASR) focuses on series of strategies to enhance active student participation in their own learning (Jerome&Barbetta, 2005). Jerome & Barbetta also apply six steps when using ASR (Active Student Responding), such as;

1. The lecturer poses a question to the class.
2. The students prepare to answer with thinking time
3. All learners respond at the same time in active manner based on individual basis,
4. The lecturer reviews the students'answer by scanning individual pupils responses.
5. Lecturer gives feedback for students'responses.
6. Teaching is adjusted, where required.

The six steps are applied on the teaching and learning process when the researchers teach writing final project.

Methodology

This study is a descriptive quantitative one. The subjects of this study are the eighth semester of *Universitas Terbuka* which joined in *Pemantapan Kompetensi Profesional* subject. There are 20 students who must finish their final project in that semester. The technique sampling is simple random sampling. The data obtained from students' responses questionnaire which distributed to them after doing teaching learning process using Problem Based Learning and observation lists from applying the six steps of active student responding.

Findings and Discussion

Questionnaires Result

After analyzing the findings, the researchers got the result from questionnaires which there was an active response from the students'writing processes. It could be described into ten indicators of students'learning concept in writing final project. Firstly, students could engage critical thinking in writing processes which had 70% of them successfully to promote theirselves in writing. Secondly, the students

were also able to focus on the teaching learning processes. It could be seen from the result percentage that was 72% students tended easily to concentrate on their writing. Thirdly, there were 77% of the students which were able to discuss well in groups. Fourthly, there were 67% students which could be engaged in the discussion in groups. Next, there were 65% students which could give response and idea while the teaching learning process happened. Then, there were also 74% students had good motivation to do writing research. Moreover, there were 78% students who had a courage to come forward and shared their ideas in front of the classroom. In addition, there were 63% students who could promote theirselves to comprehend the material in the learning process. Next, there were 60% students who studied the material before the teaching learning process happened. The last, there were 72% students who determined their topis or ideas based on the problem of research.

Observation Result Based on Six Steps of Active Student Responding and Problem Based Learning

The observation result obtained from the six steps of applying Active Student Responding. Based on the first step, the lecturers give some questions to the students clearly and had a close relationship to determine a topic of research. It meant that lecturers asked students to be active in engaging learning process. Next, the second step which discussed about the preparation of the students to answer the questions given by the lecturer using thinking time. It meant that they were given the time to think and find the answer. The third step, all students were able to answer using active manner. Next, in the fourth step, the lecture gave the clear reviews for them in individual basis. The fifth step, there was a good complete feedback from the lecturer which gave them clear understanding in writing. Finally, the last step gave clear point of view that the teaching learning process had been changed where it was needed.

Conclusion

This research concludes that the application of Problem Based Learning

(PBL) encourage students to be creative in writing and enhance students'critical thinking in solve the problem. They tend to have a big effort to finish writing on their final project. It can be seen from the means result of students'concept learning questionnaire 69.8%. It meant that there were a big motivation and active responding from the students to write their research project.

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