The Effect of Problem Based Learning (PBL) Methods and Reading Interest Towards Anecdote Writing Skills

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ABSTRACT
This aims of this research to determine the differences in learning outcomes of anecdote writing skills using the *Problem Based Learning* (PBL) method with the results of anecdote writing skills using conventional methods and students' interest in reading fiction. This type of research is quantitative with experimental design *treatment by blocks* 2x2. The study population was students of class X Senior High School 6 Padang. Engineering analysis Data into two groups that determines the value of the questionnaire interest in reading fiction and anecdote writing skills test scores. The results of the study the anecdote writing skills of students taught using the *Problem Based Learning* (PBL) method were higher than the scores of students taught using conventional methods. The scores of anecdote writing skill of students who have a high interest in reading fiction and are taught using the *Problem Based Learning* (PBL) method are higher than those who are taught using conventional methods. The scores of anecdote writing skills of students who have low reading interest in fiction and are taught using the *Problem Based Learning* (PBL) method are higher than those who are taught using conventional methods. *Problem Based Learning* (PBL) method and interest in reading fiction have an effect on anecdote writing skills.

Keywords: influence, *Problem Based Learning* (PBL), interest in reading fiction, anecdote texts

1. INTRODUCTION

The curriculum of 2013 for Indonesian Language and Literature learning tends to focus on text, students are faced with writing activities of various types of text, one of which is anecdote text. [1] also stated that developing strong writing skills must be trained at an early age in order to obtain valuable tools for learning, communicating and expressing oneself. For writing text anecdote students must have a lot of vocabulary and knowledge of textbooks or fiction books I've ever read, students must be diligent in reading fiction, because the text anecdotes included into other types of fiction.

Research conducted by [2] states that text-based learning of Indonesian language and literature is designed so that students are able to solve problems that exist in their lives and compete fairly in the era of globalization. Participants should be encouraged to actively practice using Indonesian, particularly on writing skills. Anecdote text is one type of narrative text with various purposes, whether it's just entertainment or jokes, satire, or indirect criticism Things that are strange or eccentric can be used as humor [3], so it does not rule out that everything in this world has the potential to be a joke. Furthermore, [4] states that humor in anecdotes has various functions that can be a model to be imitated or imitated, especially the positive function that can improve the character of life and life among the community for the better

[5] states that students rarely ask questions to the teacher. Learning tends to be one-way, learning activities are more mastered by teachers than interactions with students

Based on observations and interviews of the author in the field, with Mrs. Rosdawati, S. Pd, many students have not been able to write anecdote texts, students have difficulty expressing their thoughts, ideas, creativity and imagination. This difficulty causes the students' anecdote text writing skills to not reach the KKM.

Learning writing text anecdotes which have not maximum in Senior High School 6 Padang seen from the students' skills in writing anecdote texts. This is influenced by the following factors. [6] stated (1) psychology, (2) competence, and (3) learning methods.

Physiological factors of influence writing anecdote texts that can be seen from their reading interest, attitudes and talents. The competency factor can be seen from the intelligence and skills of students, furthermore, the learning method factor also affects the results of anecdote text writing skills. This means that effective learning methods make it easier for students to learn to write anecdote texts.

Research on writing anecdote texts with learning methods researched by [7] states that the level of creativity of students in writing anecdote texts is sufficient and has not shown maximum results. In general, learning seems monotonous. Students who still have obstacles in choosing the right words to use will write anecdote texts. Based

m a wrong that happened in writing anecdotes text, then the text-based learning students can cooperate and collaborate in solving the problem by using a learning model that is able to create the conditions of active and fun class.

Based on the problems described above, a solution is needed to overcome them. [8] states that problem-based learning emphasizes the integration between theory and practice in order to find solutions to various cases and real problems. One of the solutions used to solve the problem of writing anecdotes is by using a much more interesting learning method. The learning method in question is the *Problem Based Learning (PBL)* method which is expected to be able to make students more active, creative, innovative and can add new knowledge that is useful for students. [9] research entitled "Increasing Skills in Writing Anecdote Texts with Politeness Using a Problem Based Learning Model in class x mia-4 students of Senior High School (SMA) Negeri 1 Grobogan in the academic year 2013/2014 " states that the skills in writing anecdote texts are average has not reached the threshold value of the KKM criteria. This is caused by several factors, both from students and teachers. By using the Problem Based Learning (PBL) learning method, the learning process has increased the aspects of attention, activeness, enthusiasm, and student conduciveness towards a better direction.

Based on the identification of the above problems, it can be concluded that the value of anecdote text writing skills needs to be improved, so a research was conducted on the effect of the *Problem Based Learning (PBL)* method and interest in reading fiction in learning to write anecdote texts. Through the *Problem Based Learning (PBL)* method, it is hoped that anecdote text writing skills can be improved.

Research Objectives Based on the problem formulation above, this research was conducted with the following objectives. Describe the anecdote writing skills of students taught through the *Problem Based Learning (PBL)* method with students taught using conventional methods in class X Senior High School 6 Padang. Describe the anecdote writing skills between students who have high interest in reading fiction and students who have low interest in reading fiction in class X Senior High School 6 Padang. Describe the interaction between the *Problem Based Learning (PBL)* method and the interest in reading fiction on the anecdote writing skills of class X Senior High School 6 Padang.

Benefits This research is expected to provide several benefits, both theoretically and practically. Theoretically this research should be able to strengthen the theory that the method of P*roblem Based Learning (PBL)* and reading fiction interest have a good influence on students' anecdote text writing skills. In addition, it is also useful as a comparison material in an effort to improve the Indonesian language learning process. In practical terms, this research is expected to be of benefit to various parties, namely: (a) Indonesian teachers can use this research as input in the learning process, especially in teaching writing of anecdote texts, (b) for students to be able to use this research as a reference that if they have a high interest in reading fiction it can make it easier for students to write anecdote texts, (c) for schools it can be a consideration for using the P*roblem* method. *Based Learning (PBL)* in learning to write anecdote texts, (d) for further researchers it can be used as comparison material for relevant research, and (e) for the researchers themselves it can add knowledge and insights in the anecdote writing learning process.

2. METHOD

This research is a quantitative research. According to [10], quantitative research is required to use numbers, starting from data collection, interpretation of data, and the appearance of data results. Furthermore, this type of experiment is a quasi experiment (quasi *experiment)*. According to [11] *quasi experiments are* used because in reality it is difficult to find a control group that can be used for research (not fully able to control external variables that affect the implementation of experiments).

This study looked at the effect of a treatment on variables with two sample groups, namely the experimental group and the control group. The sample is the smallest part of the population which is used as the research subject. The sampling technique used in this study was *purposive sampling technique.* The sampling in this study was based on two reasons, namely: First, the class that was sampled was a recommendation from an Indonesian teacher who taught in class X Senior High School 6 Padang. Second, based on the average value of the students 'daily test scores of class X Senior High School 6 Padang which is still below the Minimum Completion Criteria, which is 80. Conducting a normality test on the scores of students' writing skills. This normality test aims to determine whether the sample group of the population comes from a population with a normal distribution or not [12].

The data in this study are as follows: (1) the score of the fiction reading interest questionnaire; (2) the scores of the students' anecdote text writing skills using the *Problem Based Learning (PBL)* method and conventional approaches; (3) the test scores of the anecdote text writing skills of students who have a high interest in reading fiction are taught using the *Problem Based Learning (PBL)* method and conventional methods; (4) the scores of the anecdote text writing skills test of students who have low reading interest in fiction are taught using the *Problem Based Learning (PBL)* method and conventional methods.

In the experimental class, the teacher provides treatment in the form of the *Problem based learning (PBL)* method which is described as follows. The teacher distributes valid questionnaires to all students in the experimental class. Students fill out the questionnaire.

The teacher implements learning in accordance with the steps of the *Problem based learning (PBL)* method listed in the lesson plan. Students carry out anecdote writing

skills test. The test aims to collect data on the writing skills of class X SMA Negeri 6 Padang.

In the dick class, the teacher implements learning using conventional learning methods. The teacher carries out learning like the previous meeting without giving treatment during the learning process. The learning stages carried out in the control class are as follows. The teacher distributes valid questionnaires to all control class students. Students fill out a questionnaire. The teacher carries out learning in accordance with the steps of conventional learning methods listed in the lesson plan. Students conduct a performance test for anecdote writing skills. This test aims to collect data on anecdote writing skills of class X Senior High School 6 Padang.

According to [13] instruments as a means of collecting data must really be designed and made in such a way as to produce empirical data. Based on this opinion, the instrument in this study was in the form of data collected through several things, namely: (1) a fiction reading interest questionnaire. (2) student performance tests in the form of anecdote writing skills. The following describes the questionnaire and performance test.

Each item in the questionnaire is equipped with five alternative answers, namely: Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS). Then each answer is given a score of 5, 4, 3, 2, and 1. The questionnaire was assessed using a *Likers* scale. So that more

The anecdote writing test in this study takes the form of performance. The steps in preparing an anecdote writing test instrument are as follows. First, making grids based on indicators. Second, arrange questions or orders according to the test indicators. Third, perform a ratio analysis al to see the suitability of the items with the aspects being measured. A fourth, make a rubric for anecdote writing skills assessment. Fifth, making a Learning Implementation Plan (RPP) and anecdote writing skill test instrument. Sixth, the Learning Implementation Plan (RPP) and anecdote writing skills test instrument are first validated and consulted with the one who validates of lecturer. In addition, the Learning Implementation Plan (RPP) and research instruments were also validated by Rosdawati, S. Pd, who is an Indonesian language teacher at Senior High School 6 Padang.

Questionnaires were used to measure interest in reading fiction student uses four indicators, namely: (1) take the time to read fiction, (2) attempted to obtain reading material level values are positive, (3) recommend to others to read fiction that have positive, and (4) Feel happy and comfortable when reading fiction. fiction reading interest questionnaire grid
Reliability testing as the instrument aims to determine whether a test can measure consistently something that is measured over time. According to [14] ,the *alpha* formula is more suitable for determining the reliability of tests using the *Likert* scale .

The performance test is in the form of students writing anecdotes. The performance test given to students is validated by the one who validates before it is given to students. Then, in collecting data on the anecdote writing

skills test that must be done, there are the following: (1) students are given test sheets, (2) students are given the opportunity to read instructions general and specific instructions found on the test sheet, (3) students are given 60 minutes to write anecdotes, and (4) when finished, the student worksheets are collected and scored according to the predetermined assessment indicators. The data collected is in the form of quantitative data. Quantitative data were obtained from the responses of fiction reading interest and student performance tests in writing poetry in the experimental class and the control class.

Analysis technique data is the sum of data obtained by using existing formulas in accordance with the approach or design taken. The analyzed data were the results of the response to the fiction reading interest questionnaire and the results of the anecdote writing performance test for class X Senior High School 6 Padang in the experimental class and the control class. In this study, there are six steps, namely. *First,* read the questionnaire that the students have filled in. *Second,* identify every statement that is contained in the questionnaire, whether there are any that were not filled in by the student, if there are any that are not filled in, it is not included in the research data. *Third,* give a score on each questionnaire statement that has been identified. *Fourth,* add up the overall score of the statement. Fifth, sort the questionnaire scores from the highest score to the lowest score. *Sixth,* dividing students' literary reading interest into two groups, namely 50% of the upper group and 50% of the lower group. [15] *Seventh,* presenting the value of fiction reading interest of class X Senior High School 6 Padang in the form of a histogram.
Furthermore, the steps in analyzing the performance test of students' anecdote writing skills are: First, reading anecdotes written by students. Second, scoring the anecdotes written by students based on the anecdotes writing assessment rubric. *Third,* presenting anecdotes text value writing skills class X Senior High School 6 Padang in the form of a diagram based on indicators assessed. *Fourth,* before testing the hypothesis, first tested the hypothesis of the study's requirements sa follows.
The normality test is carried out to determine whether the data is normally distributed or not. [12] says that the formula used to test data normality is the *Lilliefore pattern.*

3. RESULTS AND DISCUSSION

From the part of data is described three basic studies associated with the theories that have been put forward: (1) writing skills anecdotes of students who are taught through method *Problem Based Learning (PBL)* d ith students taught using method conventional learning, (2) writing skills anecdotes of students who have interest in reading fiction high with students who have interest in reading fiction is still low with method of *Problem Based learning (PBL)* and method conventional learning, (3) the interaction between interest in

reading fiction and method *Problem Based learning (PBL)* in affect anecdote writing skills .

Writing Skills Anecdotes Students taught by Using Method of *Problem Based Learning (PBL)* and Method of Conventional

First research hypothesis, the results overall writing skills anecdotes of students who use method of *Problem Based Learning (PBL)* is higher than the writing skills anecdotes of students taught using methods conventional learning. The value obtained by students in the experimental class was higher than the value obtained by students in the control class.

In the use and application of method *Problem Based Learning (PBL),* students are better able to develop a problem that is created and can use the potential of learning resources around him. In the learning process, students are expected to be more critical and creative so that students not only receive material from the teacher who teaches, but can find other sources and solve problems that can add to students' insights so that they find the principles and concepts of the learning process itself.

Its application different from conventional learning methods. The conventional l method in practice uses one-way communication, where the teacher provides explanations or delivers learning material to students orally. This results in students not being able to think critically and it is difficult to solve a problem that will be created.

Writing Skill Anecdotes by Students Who Have Interest Read Fiction with High Level for Students and Have Interest Read Fiction Low taught by Using *Problem Based Learning Method (PBL)* and Conventional Method

Testing second hypothesis indicates the overall result that writing skills anecdotes of students who have interest in higher reading fiction are taught using *Problem Based Learning Method (PBL)* is better than the ability to write anecdotes students have low interest in reading is taught using conventional method learning. It can be seen that the scores obtained by students in the experimental class are higher than the scores obtained by students in the control class.

Indirectly, students who have a high interest in reading fiction will find it easier to write anecdotes, because they already know the various types of titles and the selection of the right words as well as a lot of vocabulary to be used later in writing anecdotes.

although students who have interest in reading literature lower in the experimental class the higher the value the skill of writing anecdotes by using metode *Problem Base d learning (PBL)* compared to the value of the writing skills of anecdotes in the control class. However, it is necessary to increase interest in reading fiction in this class. This is done because interest in reading fiction indirectly affects students' skills in writing fiction.

So, reading fiction, especially anecdotes, can help students increase their knowledge of many references, vocabulary, and anecdote structures . In accordance with the above statement, students who have a high interest in reading fiction also get high anecdote writing skills through reading which can increase students' knowledge of anecdote texts.

The Interaction between the Request Read Fiction and *Problem Based Learning Mothod (PBL)* in Influencing Skills Writing Anecdotes

The results of hypothesis testing three concluded that interaction between *Problem Based Learning Method (PBL)* with interest in reading fiction in influenced the writing skills of anecdotes. However, reading interest does not necessarily determine success in anecdote writing skills. teacher readiness factors also influence the use of *Problem Based Learning Method (PBL)* in the process of learning to write anecdotes.

Average experimental class and control class yai t u on students who have interest in reading fiction high-taught using *Problem Based Learning Method (PBL)* has an average ar 79.0 7 while students taught by conventional method have an average of 66, 0 to 5. students who have interest in reading fiction lower in the experimental class taught using m *Problem Based learning Method (PBL)* have averaged 78.6 8 , while students who have interest in lower reading fiction class must control taught using conventionally mrthod by 65.8 5 . Based on the lift there is no inter- ation on m etode *Problem Based Learning (PBL)* ant a ra students who have interest in reading fiction is high and interest in reading fiction low there is a difference in writing skills anecdotes and the same thing b erlaku when seen in the conventional method.

We can concluded that each factor of *Problem Based Learning Method (PBL)* and interest in reading fiction not depend on each other in affecting learning outcomes writing skills anecdotes in the experimental class and control class. However, *Problem Based Learning Method (PBL)* is more effectively applied to the second level of interest in reading.

4. CONCLUSION

Problem Based Learning Method (PBL) have affect the results of learning to write anecdotes. The result of the anecdote writing skills test is taught by the *Problem Based Learning (PBL)* method was higher than that of students taught using conventional methods. Cause more effective to use the *Problem Based Learning (PBL)* method in the Anecdote writing, In learning process. test of writing skills anecdotes of students who have higher interest read fiction for students and lower reading fiction is taught by the method of *Problem Based Learning (PBL. The Problem Based Learning Method)* is higher for the interest read fiction and lower interest reading fiction for student is taught with methods conventional. There is no interaction between the *Problem Based Learning (PBL)* method and the interest in

reading fiction in influencing the anecdote writing skills of class X Senior High School 6 Padang.

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