

ABSTRACT

Rani Arsani .2021. *Improving Students' Argumentative Essay Writing Through Problem Based Learning At SMA N 3 Halmahera Tengah.* Thesis of English Education Study Program, Faculty of Teacher Training and Education, Khairun University. (First advisor) Asrul. Syawal, S.Pd., M.Pd (second advisor). Dr. Ade Ismail, M.Pd.

This research aims to improve the students ability write argumentative essay at SMA N 3 Halmahera Tengah. This research is a quantitative study with a pre-experimental design. The researcher involved 20 students as the sample selected by using convenience sampling technique. The research instrument was a pretest and posttest. The result is that the students' ability write in students' argumentative essay increases significantly. With 50,5 score of pretest and 70.40 average score of posttest, it was proven that the post-test results are higher than the pre-test. The significance level of 0.05 with 19 degrees of freedom indicates that the t-test of 11 is higher than the t-table of 1.711. It means that there was a significant difference. Therefore H_0 was rejected H_1 was accepted, it can be concluded that the use of Problem Based Learning in process learning teaching can improve writing ability students' in Argumentative Essay

Keyword: *Problem Based Learning, Argumentative Essay.*

ABSTRAK

Rani Arsani, 2021. *Improving Students' Argumentative Essay Writing Through Problem Based Learning At SMA N 3 Halmahera Tengah.* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Khairun. (Pembimbing pertama) Asrul. Syawal, S.Pd., M.Pd (pembimbing kedua). Dr. Ade Ismail M.Pd.

Penelitian ini bertujuan untuk meningkatkan keterampilan siswa menulis Argumentatif esai di SMA N 3 Halmahera Tengah. Penelitian ini merupakan penelitian kuantitatif dengan desain pra eksperimen. Peneliti melibatkan 20 siswa sebagai sampel yang dipilih dengan menggunakan teknik convenience sampling. Instrumen penelitian berupa Pretest dan posttest. Hasil penelitian keterampilan menulis Argumentatif esai siswa meningkat secara signifikan. Dengan data pretest 50,5 dan posttest 70,40. Terbukti bahwa hasil post-test lebih tinggi dari pada pre-test. Tingkat signifikansi 0,05 dengan 19 derajat kebebasan menunjukkan bahwa t-test sebesar 11 lebih tinggi dari t-tabel sebesar 1,7211. Artinya ada perbedaan yang signifikan. Oleh karena itu H_0 dan H_1 diterima, dapat disimpulkan bahwa penggunaan *Problem Based Learning* dalam proses belajar mengajar dapat meningkatkan keterampilan siswa dalam menulis Argumentatif esai.

Kata Kunci: *Problem Based Learning, Argumentative Essay* .