

TEACHING WRITING USING PROBLEM BASED LEARNING (PBL) TO THE STUDENTS AT SMPI ANNUR ALGHOZALI

Wilujeng Hari Safitri, Diani Nurhajati

Universitas Nusantara PGRI Kediri

Ajengwilujeng620@gmail.com, dianihamzah@unpkediri.ac.id²

ABSTRACT

Writing is a complex activity because it involves elements of language and elements outside of language which will become the content of the writing. The process of teaching writing does not fully involve actively both in the process of understanding students and their writing skills in obtaining meaning from the information conveyed. Problem Based Learning (PBL) is one of the solutions to teach writing. This study aims to answer the following questions: (1) how is the ability of students to solve problems before using problem-based learning techniques? (2) How are students' writing skills after applying the Problem Based Learning model? (3) Is PBL model effective in teaching writing? This study used a quantitative method with a pre-experimental design or also known as one group pretest one group posttest design. The subjects of this study were 7th grade students of SMPI ANNUR ALGHOZALI and the sample was 25 students. Based on the analysis, it can be concluded that there is significant difference on the students' writing ability before and after being taught using PBL. In other words, teaching writing using PBL is effective.

Keywords: Problem Based Learning, Descriptive Text, Teaching Writing

INTRODUCTION

Writing is an activity of pouring ideas or thoughts into writing. Through writing, the student are able to work alone so that thoughts and messages can be conveyed properly. Learning to write can help students to improve their English skills. Writing is a complex activity because it involves linguistic elements and elements outside the language that will become the content of the writing. These elements will produce a coherent and coherent writing. In order for communication through written symbols to run smoothly as expected, the writer must be able to put his ideas into proper, orderly and complete language.

In the Big Indonesian Dictionary (2010 : 1497), the notion of writing is to give birth to thoughts or feelings (such as composing, writing letters) with writing. Writing means pouring the author's ideas into written form, so that the author's intentions can be known to many people through written writing. A person's ability to put his ideas into writing is very different, influenced by the author's background. Thus, the quality of each author's writing is different from one another. However, one important thing is that related to writing activities, a writer must pay attention to the abilities and needs of his readers.

Learning English at SMPI ANNUR ALGHOZALI is basically quite good at increasing competence. But during the learning process, based on what I observed when I made observations there. The students felt bored and unfocused after 30 minutes of learning. Thus, the process of learning English does not fully involve actively both in the process of understanding students and they listening skills in obtaining meaning from the information conveyed. There are factors that cause students to not be able to grasp the meaning of information from the story text that has been read, including: the Students are not used to hearing new vocabulary or vocabulary that is still small. Apart from that, the students also have to improve their competence in English, namely the competence of critical thinking, creativity, and collaboration.

In order to improve the students' writing skills, a solution is needed to be able to overcome these problems, namely reducing laziness. The student can be productive in writing. Adding insight, now they have access to digital internet media that can increase our knowledge. they can read many news articles so that they can think about what they will write later according to the topic given by the teacher. If you don't have time or don't master the topic, it doesn't mean the students can't write, they have a lot of time, but because the environment is not supportive.

One of the solutions given to students in teaching writing descriptive text is Problem Based Learning (PBL). The use of PBL model in learning to write will make it easier for students to write, because this model is designed to apply problems that exist in the real world as a context for students to learn critical thinking in problem solving. PBL skills are a learning model that involves students to solve a problem through the stages of the scientific method so that students can learn knowledge related to problems and have the skills to solve problems Stepien (2002). In accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 concerning Standards for Primary and Secondary Education, it is stated that one way that can be used to instill character education in learning English is to apply problems PBL. Problem-Based Learning' by Saputra (2014), approach to authentic problems. This method is carried out with the aim of developing students' abilities in critical thinking, developing independent learning, and increasing students' self-confidence.

Based on the background described above, a research problem each be namely: (1) How is the ability of students to solve problems before using problem based learning techniques ? (2) How are students' writing abilities after the Problem Based Learning model is applied at SMPI ANNUR ALGHOZALI?. (3) Is PBL effective in learning teaching writing at

SMPI ANNUR ALGHOZALI ?. Based on the formulation of the problem above, the research objectives are as follows: To describe how is the ability of students to solve problems before using problem based learning techniques, To find How are students' writing abilities after the Problem Based Learning model is applied at SMPI ANNUR ALGHOZALI, To compare whether there is a difference.

The researcher has to do the research because the researcher that the right learning method will also have a positive impact on students. The application of appropriate learning methods will have an impact on the acquisition of good and maximum student learning outcomes. Although good and maximum learning outcomes are not fully determined by the use of learning methods, teachers must understand learning methods both conceptually and practically. This study shows that the selection of the application of appropriate learning methods will be more effective and maximal in improving learning outcomes. Therefore, the researcher provides a solution by using the PBL method for learning Descriptive Text writing skills at SMPI ANNUR ALGHOZALI. According to the previous researchers, PBL has many benefits. starting from increasing student creativity, increasing student achievement, moreover they are not bored in learning to write.

The following is an explanation of the theory in accordance with the research:

A. TEACHING WRITING

Teaching writing is a process of interaction between students and teachers within classes that produce written productions. The main goal of teaching writing is to achieve linguistics, communicative, and cultural competence (Malyuga, Litvinov, & Panicheva, 2016). First, linguistic competence shows the fact that in writing class, it is foreign language is used for writing, it is intended that students can compete with today requirements, students realize that English is an international language.

- **Aspect of writing**

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details		The topic is complete and clear and the details are relating to the topic	
		The topic is complete and clear but the details are not relating to the	



The 9th ELTT

		topic	
		The topic is complete and clear but the details are not relating to the topic	
		The topic is not clear and the details are not relating to the topic	
Organization (O) 20% - Identification Description		Identification is complete and descriptions are arranged with proper connection	
		Identification is almost complete and descriptions are arranged with almost proper connection	
		Identification is not complete and descriptions are arranged with few misuses connection	
		Identification is not complete and descriptions are arranged with misuse connection	
Grammar (G) 20%		Very few	

<ul style="list-style-type: none"> - Use present tense - Agreement 		gramatical or agreement innaccuracies	
		Few gramatical or agreement innaccuracies but not affect on meaning	
		Numeorus gramatical or agreement innaccuracies	
		Frequent gramatical or agreement innaccuracies	
Vocabulary (V) 15%		Effective choice of words and word forme	
		Few misuse of vocabularies, word form, but not change the meaning	
		Limited range confusing words and word form	
		Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% <ul style="list-style-type: none"> - Spelling - Punctuation - Capitalization 		It uses correct spelling, punctuation, and capitalization	
		It has ocassional errors of	

		spelling, punctuation, and capitalization	
		It has frequent errors of spelling, punctuation, and capitalization	
		It is dominated by errors of spelling, punctuation, and capitalization	

B. Problem Based Learning (PBL).

Shoimin (2014: 130) suggests that the concept of a problem-based learning model is as follows: Problem-based learning (PBL) is an educational model that characterizes real-world problems as a context in which students can learn critical thinking and problem-solving skills and acquire knowledge. On the other hand, according to Kamdi (2016), model Problem Based Learning is defined as a learning model in which students try to solve problems through multiple stages of scientific methods, so that students can learn on a knowledge base. As expected. At the same time as the problem, the student is expected to have problem-solving skills. From the various definitions above, problem-based learning models are learning aimed at applying problems encountered in the real world as a context for students to practice critical thinking and acquire problem-solving skills. We can conclude that it is an approach.

The steps or stages in learning using the PBL method according to Arends (2012) there are five applications of PBL, namely:

1. Student orientation towards problems
2. Organizing students
3. Guiding individual and group investigations
4. Develop and present the work
5. Analyze and evaluate the problem solving process

C. Descriptive Text

They are thirteen text in English one of them is descriptive text. This text is aimed at giving description of things, animal or human, place or certain place. Blaylock (2006:1) state that in descriptive text, you are writing about what a person, a place, or thing is like. Sometimes you may where a place is located. Pardiyono (2006:163) says that descriptive text is about description of something or someone that consist of

characteristics. Descriptive text has generic structures, they are : Identification and description. According to Purwati & Marta (2005) , generic structure of descriptive text has two parts: the identification and description.

1. Identification The identification identifies the phenomenon to be described.
2. Description The description describes parts, qualities, and characteristics of the person, place or thing to be described. Therefore descriptive text has identification and description as generic structure. The writer can describe ,picture, place, human, or thing the other.

There are also some language future in descriptive text. According to Sudarti & Grace (2007) there are several language future use in descriptive text:

1. Using simple present Simple present tense is the activity happen in daily life, and the habitual activity.
2. Use linking verb
3. Use adjective and compound adjectives
4. Use of degree comparison

METHOD

This research approach is quantitative research. data collection using statistical data analysis aimed at testing certain hypotheses. The approach used in this study is a quantitative approach which is focused on the application of the PBL method in teaching explanatory English.

Data research techniques were carried out with Class VII with the sample is 25 students carried out without using the Problem Based Learning (PBL) method. After that, using the Problem Based Learning model. The class will be tested using pretest questions first to determine students' initial abilities. The selection was made using a purposive sampling technique (certain considerations, Sugiono (2016; 85)). After that, use the post-test questions to find out the progress of students.

The research instrument is

1. Written Test (pretest and posttest)

This test instrument is a research instrument used for collect quantitative data. The testis a series of questions or exercises as well as other tools used to measure skills, knowledge intelligence, talent abilities possessed by individuals or groups (Arikunto, 2006, p. 150). Collection of research data in the form of pretest results and posttest. The pretest is given before the treatment is carried out while the posttest is given after treatment.

2. Observation Sheet

Attitude and performance observation sheets are used to obtain information about the implementation of problem-based learning in terms of students seen from the attitude (affective) and performance (psychomotor). Assessment Observation sheet The method used in this study is in the form of student activity observation sheets and implementation of learning models.

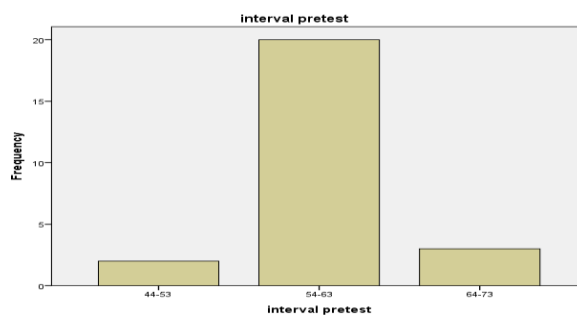
Steps of data collection. Cognitive tests are used to find out and measure students' abilities by giving pretest and posttest questions on writing subjects, especially in descriptive text material. Observation, namely observing and recording the events that occurred when the research was conducted. Documentation, namely collecting data and documents regarding this research.

FINDINGS AND DISCUSSION

in this study the independent variable is Problem Based Learning (PBL) while the dependent is teaching writing. The subjects in this study were grade 7 at SMPI ANNUR ALGHOZALI with a total of 25 students. In this study students were given pre-test questions before using the PBL method. in this case there are results 2 students get a score of 53 and 12 students get a score of 63, and 7 students get a score above 63.

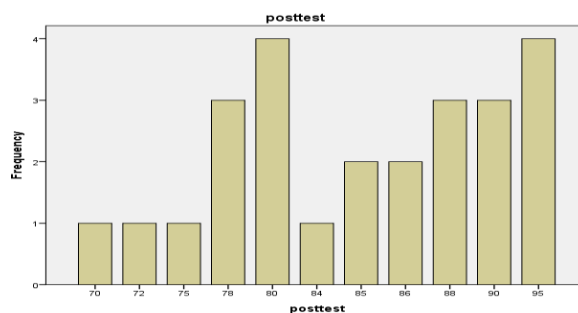
with the following diagrams:

Diagram frequency pre test



The description of students' writing skill after using problem based learning. method. Based on the post-test score frequency diagram, it can be seen that in writing skills there were 3 students who scored 70-75, 4 students who scored 80, 1 student who scored 84, 2 students who scored 85, 2 students who scored 86, 3 students scored 88, and 3 students scored 90, and 4 students scored 95. The total score on the students' pre-test was 2,116. Then, the average score will be calculated by the researcher from the data in the table above to answer the first and second research formulations.

Diagram frequency of post test score



Knowing the results of the data analysis above, the researcher can conclude that the pre-test and post-test results are different, the pre-test average score is lower than the researcher's post-test with an average value of 63.36. post-test score is higher with an

average score of 84.44. It can be proven that the Problem Based Learning (PBL) technique has a positive influence on students' writing skills, namely how to write different lessons and can make it easier for students to write some texts too, it can be stated that students' writing skills before being guided using the PBL technique are not good, because it gets the least score with a minimum of 50.

This is different when students' writing skills after being taught using the PBL technique get a score higher than a minimum score of 62 and the PBL technique turns out to be effective for use in teaching writing skills. This can be proven by the results of the t-test obtained by the t-score of this study of 8.428 which is higher than the t table at significance position 5 (2.064). Because the t-score is higher than the t-table, it is very significant, meaning that the null hypothesis (H_0) is rejected and the essential thesis (H_a) is accepted. It is known that the PBL technique has an effect on the writing skills of class VII students of SMPI ANNUR ALGHOZALI Prambon in the 2022/2023 academic year.

In addition, using the PBL technique has many effects on students in the teaching and learning process such as being able to help students convey their ideas, it is easier to produce some texts, especially in descriptive text, knowing a lot of vocabulary, knowing the grammatical forms used and many Again. focus on the teaching and learning process. This is supported by Ida (2014) who says that "PBL techniques can increase student learning activities". That is, the PBL technique can help students focus on students' writing skills about descriptive text. the difference between this research and previous research is that first, no one has conducted research in that place, and the second is that previous research was conducted on elementary school students while this research was conducted on junior high school students. So with this research the PBL technique is a very suitable technique at SMPI ANNUR ALGHOZALI Prambon.

CONCLUSION AND SUGGESTION

CONCLUSION

The researcher's data analysis that writing is a crucial form of communication for expressing feelings. Mastering writing skills is essential for teaching and understanding the purpose of writing. Techniques like the PBL technique, particularly in descriptive text, increase students' motivation and help them create and organize texts effectively. The results at SMPI ANNUR ALGHOZALI Prambon support the effectiveness of this technique in improving writing skills.

SUGGESTION

Based on the data analysis of this study, there is a positive effect of using PBL techniques in teaching writing skills. The researcher suggests that English teachers should be active people in the teaching and learning process and selective to choose some techniques to help their work. The researcher suggests to students that every problem can be solved with PBL techniques in learning to write, because using techniques can help students to write,

especially descriptive texts. It can increase knowledge and contribute to everyone involved in developing the quality of English education.

REFERENCE

- Stepien, W. J. (2002). *Problem-Based Learning with the Internet, Grades 3-6*. Zephyr Press, PO Box 66006, Tucson, AZ 85728-6006.
- Saputra, Ardes, dkk. 2014. *Model Pembelajaran Learning Cycle Berpengaruh Terhadap Hasil Belajar IPA Siswa Kelas V Gugus I Kecamatan Dawan*. *EJournal PGSD Universitas Pendidikan Ganesha*. Vol. 2 No. 1.
- Ida, & Nur, F. (2011). *Peningkatan Keterampilan Menulis Deskripsi Melalui Model Project Based Learning pada Siswa Kelas V SDN Jingglong 01 Sutojayan Kabupaten Blitar*. *Skripsi Jurusan Kependidikan Sekolah Dasar & Prasekolah - Fakultas Ilmu Pendidikan UM*, 0(0). Diperoleh dari <http://karya-ilmiah.um.ac.id/index.php/KSDP/article/view/11780>
- Malyuga, E., Litvinov, A., & Panicheva, E. (2016). Methods of effective teaching written communication. In *EDULEARN16 Proceedings* (pp. 1967-1970). IATED.
- Husnidar, H., & Hayati, R. (2021). Penerapan model pembelajaran problem based learning untuk meningkatkan hasil belajar matematika siswa. *Asimetris: Jurnal Pendidikan Matematika Dan Sains*, 2(2), 67-72.
- Aini, W., Kustono, D., Dardiri, A., & Kamdi, W. (2016, October). Work-based learning for enhancing the capacity of engagement: Lesson from stakeholders perspective literature. In *AIP Conference Proceedings* (Vol. 1778, No. 1). AIP Publishing.
- Blaylock, J. (2006). Writing descriptive text. <http://www2.actden.com/write.htm>. Accessed on April, 16, 2019.
- Brown, J. D. (2007). Multiple views of L1 writing score reliability. Marta, P. (2005). English for Better Life. *Bandung: Pakar Raya*.