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Potential Implications of Problem Based Learning On Developing Learners' Exposition Text Writing Skills In Indonesian Language Classroom

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Abstract:
Teacher creativity in teaching writing skills to learners' in the classroom is very important. Because not all learners' have the same ability in writing, especially writing Exposition texts which are notoriously difficult, narrative in nature, and require critical thinking skills. Therefore, in teaching teachers need to apply appropriate learning strategies that can facilitate students' learning needs and interests, one of which is using the Problem Based Learning (PBL) model. PBL is one of the well-known learning models that has potential implications in facilitating students' learning difficulties in writing. The purpose of this study was to investigate the improvement of lower grade students' exposition text writing skills using the PBL model. This research uses Classroom Action Research (CAR) which is qualitative in nature. The research subjects were lower grade (X) students of SMAS Sunan Drajat Sugio. The research instruments and data used were observation sheets, student questionnaires, and learning outcome tests. Data collection was carried out using observation sheets, response questionnaire sheets, and student learning test results. The technique used was descriptive qualitative data analysis technique. (1) The results of the observation of student activity increased from cycle I to cycle II. The increase was 45.16%. This indicates that student activity while using the PBL model is very effective, because in cycle II 96.77% of students were actively involved in learning. The results of observing student responses have increased from cycle I to cycle II. The increase was 29.04% which indicates that students' positive response to this learning is good (3) Student learning outcomes using the PBL model have increased, this can be seen from the initial condition value of students who are complete at 45.16%. Then in cycle I it became 64.51%. Increased in cycle II to 100%. Thus, the use of the PBL model has a major positive impact and is successful in an effort to improve students' activities, responses, and exposition text writing skills in the classroom.

Keywords: Problem Based Learning. writing skills, exposition text, Indonesian language classroom.

1. Introduction

Improving the student learning process, teachers are expected to be more creative and innovative in developing learning strategies,[1] and not monotonous in teaching. Student learning activities are not only from the teacher but from

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classmates and other learning resources, such as the use of gadgets to access information on the internet.[2] Syaiful Sagala[3] states that learning is teaching students using the principles of education and learning theory, it is the main determinant of educational success.[4] Indonesian language learning is literacy learning. Indonesian literacy learning is developed one of them by writing. According to Dalman[5], writing is an activity of communicating in writing to other parties using written language as a tool or medium to convey messages or information.

The E phase of class X at the Senior High School (SMA) level in the independent curriculum for learning Indonesian language subjects has several subject matters that require students to write, one of which is writing expository texts. Expository text is writing that has the main purpose of clarifying, explaining, educating, or evaluating an issue. According to Kosasih and Endang[6], exposition text is a written work in the form of an essay text that explores a problem accompanied by a number of arguments and facts in which there are a number of responses or judgments, even certain suggestions, suggestions, encouragement, or invitations to the audience[7]. The writer intends to inform or instruct the reader. Learning exposition texts provides many benefits for students at school, including developing critical thinking skills, collecting and providing information based on their own opinions.

Learning to write should be a fun learning experience at school. According to the results of observations made by researchers, the ability to write expository texts of class X students of SMAS Sunan Drajat Sugio is still low, it can be seen from the acquisition of the value of writing expository texts of many students who are below the minimum completeness criteria, namely <75. The reason is that during the learning process students have difficulty in compiling the material to be developed, so that the writing is not completed as a whole. During the learning process, students tend to be passive and the teacher is more active, which results in a reduced understanding of the concept of writing. Therefore, students need certain scaffolding[8] in their learning that can stimulate the way they think and apply it to the real work.[9] In this context, we apply the Problem Based Learning model that can push learners' thinking so that it can improve their ability to write exposition texts.[10]

The problem-based learning model is not a new learning model in the world of education, it's just that this learning model has one advantage to attract students in writing activities, namely stimulating students to solve problems given by the teacher. According to Duch in Aris Shoimin[11], the problem-based learning model is a teaching model characterised by real problems as a context for students to learn critical thinking and problem-solving skills and gain knowledge. Torp and Sage in Abidin[12] view the PBL model as a learning model that is focused on bridging students to gain learning experience in organising, researching and solving complex life problems.

Based on this description, the researcher tried to overcome the problem by proposing a study entitled "Application of Problem Based Learning Model to Improve the Ability to Write Expository Text in Class X Students of Sunan Drajat Sugio High School".

Based on the background of the problem, the researcher has objectives in this study, namely (1) to find out student activities on the application of the Problem Based Learning model to improve exposition text writing skills in class X students of SMAS Sunan Drajat Sugio, (2) to find out student responses to the application of the Problem Based Learning model to improve exposition text writing skills in class X students of SMAS Sunan Drajat Sugio, (3) to find out student learning outcomes on the application of the Problem Based Learning model to improve exposition text writing skills in class X students of SMAS Sunan Drajat Sugio.

2. Research Methods

The type of research used in this study is classroom action research ("CAR"). According to Arikunto[13], classroom action research (CAR) is action research conducted with the aim of improving the quality of learning improvement in the classroom. This PTK research will be conducted on students of class X-1 of SMAS Sunan Drajat Sugio. This research consists of four stages: planning, implementation, observation, and reflection. Figure 1 describes the flow of this research.

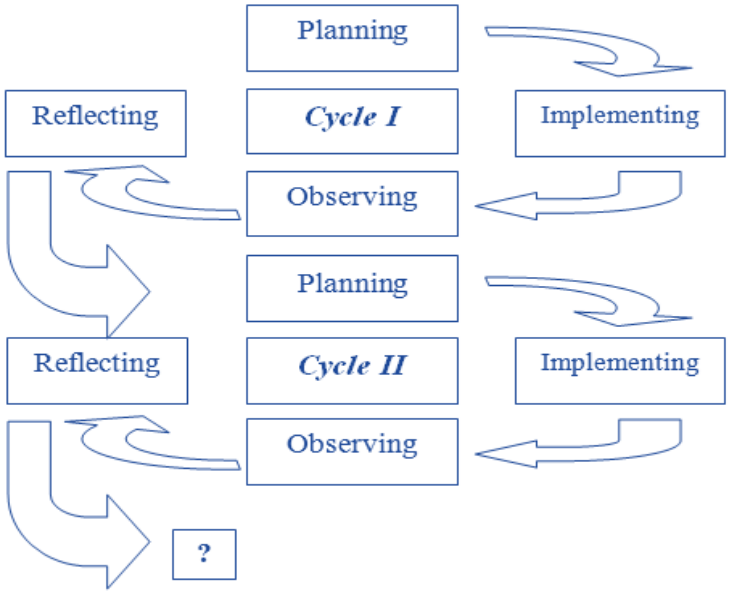

Figure 1: The framework of description of classroom action research adaptation Arikunto 2011

This research is a qualitative research.[14] Qualitative research is study that intends to understand what is experienced by a research object such as behaviour, perception, motivation, action, and others[15]. The subjects of this research were students of class X-1 of SMAS Sunan Drajat Sugio, totalling 31 students, consisting of 16 males and 15 females. The data collection tools of this research include: test questions, observation or observation, questionnaires and various documents related to students.

3. Results and Discussion

3.1 Results

The following will describe the initial conditions and assessment of each cycle:

3.1.1 Starting Condition

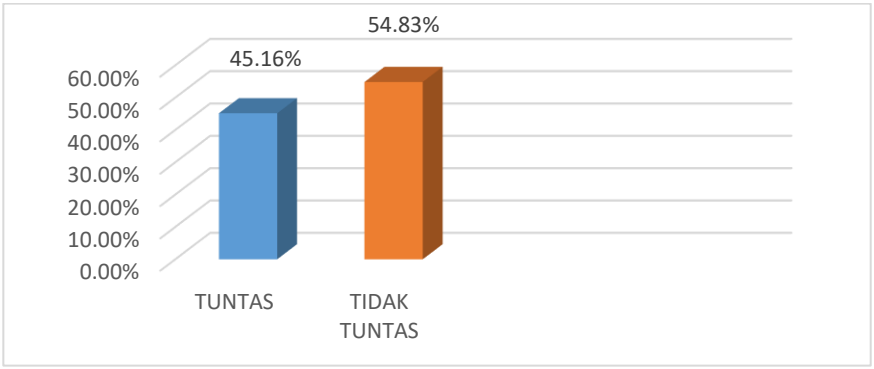

Figure 2: The description of starting conditions for each cycles

The score data above shows that there are 14 students (45.16%) who are able to complete the task of writing expository text. While students who were able to do the task of writing expository texts whose scores were less than the Minimum Completeness Criteria (KKM) were 17 students (54.83%). This indicates that student learning outcomes are not as expected. Therefore, researchers try to provide solutions to teachers, namely using problem-based learning models and utilising learning media available at school so that student learning outcomes are as expected.

3.1.2 Cycle I

a. Learners' Activities

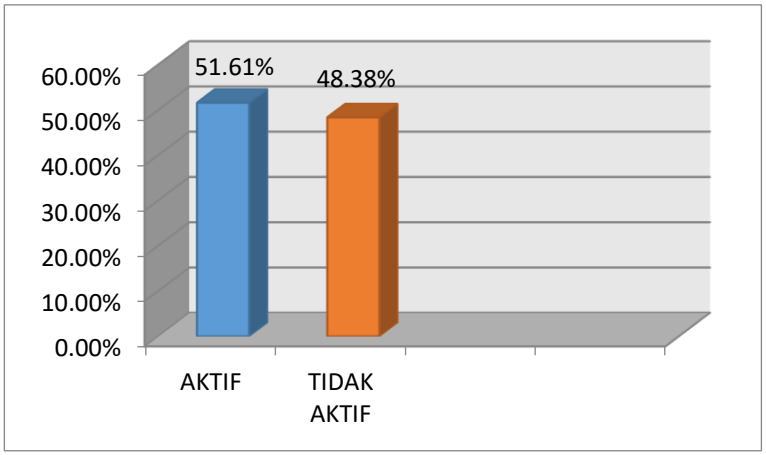

Figure 3: The data Learners' activities in cycle I

The description of the results of observations of learners activity in cycle I is as follows, students who listened to the teacher's explanation in the good category were 15 students (48.3%), in the sufficient category were 11 students (35.4%), and in the insufficient category were 5 students (16.1%). Students who responded to the teacher's motivation were 8 students (25.8%), 14 students (45.1%) were in the good category, and 9 students (29%) were in the poor category. Students who asked questions about exposition text with a good category were 4 students (12.9%), 17 students (54.8%) with a fair category, and 10 students (32.2%) with a poor category. Students who helped friends who were having difficulty were categorised as good with 8 students (25.8%), 18 students (58%) were categorised as fair, and 5 students (16.1%) were categorised as poor. Students who responded to the teacher's questions in the good category were 6 students (19.3%), 17 students (58.8%) in the fair category, and 8 students (25.8%) in the poor category. Students who worked on the assignments given were 19 students (61.2%), 8 students (25.8%) were in the good category, and 4 students (12.9%) were in the poor category. Students who collected the assignments given were 25 students (80.6%), 6 students (19.3%) were in the good category, and 0 students (0%) were in the fair category. Students who listened to presentations in the good category were 15 students (48.3%), 12 students (38.7%) in the fair category, and 4 students (12.9%) in the poor category.

The seriousness of making observations in the good category amounted to 12 students (38.7%), 15 students (48.3%) in the fair category, and 4 students (12.9%) in the poor category. Student activeness in the good category was 14 students (45.1%), 14 students (45.1%) in the moderate category, and 3 students (9.6%) in the poor category.

Based on the observation data of student activity in cycle I that has been presented above, it shows that students who are active in the learning process amount to 51.61%. Therefore, it can be said that cycle I student activity in this research has not been effective.

b. Learners' Response

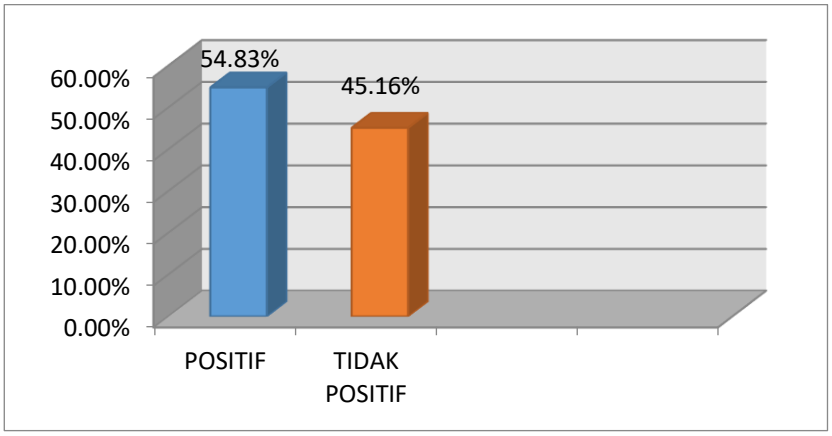

Figure 4: The data Learners' response in cycle I

The description of the results of student responses in cycle I above is as follows, students who are happy to learn by using the PBL learning model in the good category are 10 students (32.2%), in the sufficient category are 19 students (61.2%), and in the less category are 2 students (6.4%). Students who are interested in exposition text writing activities in the good category are 10 students (32.2%), in the moderate category are 15 students (48.3%), and in the insufficient category are 6 students (19.3%). Learning exposition texts can make students' interest in learning to write good categories totalling 12 students (38.7%), moderate categories totalling 14 students (45.1%), and less categories totalling 5 students (16.1%). Learning through PBL makes it easier to write with 11 students (35.4%) in the good category, 16 students (51.6%) in the fair category, and 4 students (12.9%) in the poor category. Students understand what is taught by the teacher with a good category of 8 students (25.8%), with a fair category of 19 students (61.2%), and with a poor category of 4 students (12.9%).

Learning with the PBL model makes it easier to think critically with 15 students (48.3%) in the good category, 14 students (45.1%) in the fair category, and 2 students (6.4%) in the poor category. Like the way the teacher teaches which is categorised as good, 14 students (45.1%), 15 students (48.3%) in the moderate category, and 2 students (6.4%) in the insufficient category. Teachers taught the process of writing expository texts with 11 students (35.4%) in the good category, 19 students (61.2%) in the fair category, and 1 student (3.2%) in the poor category. Writing expository texts is easy with 16 students (51.6%) in the good category, 7 students (22.5%) in the fair category, and 8 students (25.8%%) in the poor category. Happy if the teacher asks questions about the material with a good category of 6 students (19.3%), a moderate category of 14 students (45.1%), and a lesser category of 11 students (35.4%).

Based on the explanation of the data presented above, it was found that some students' responses felt difficulties in writing exposition texts and did not like it when the teacher asked questions. Therefore, it can be concluded that students' responses during the application of the problem-based learning model for the first cycle meeting were not considered positive. This is because the percentage of positive student responses in this cycle is 54.83%.

c. Learning Outcomes

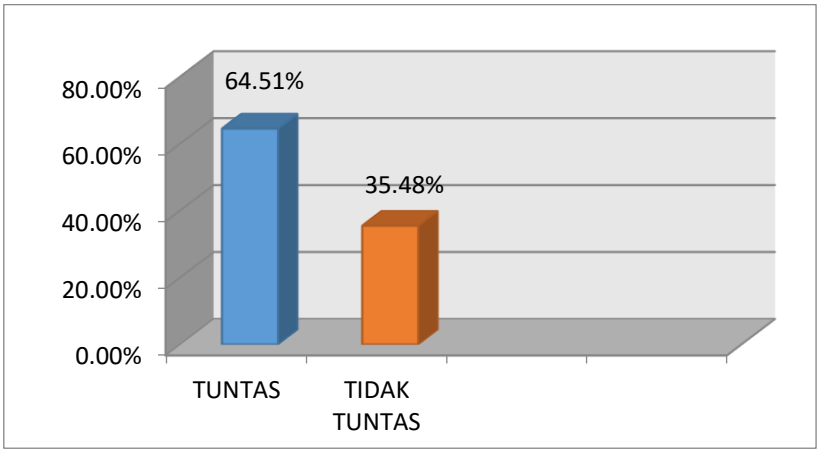

Figure 5: The data learners' Learning Outcomes in cycle I

The success rate of exposition text writing results of students in class X-1 SMAS Sunan Drajat Sugio using problem-based learning model. In the first cycle, the success of students in writing expository texts received an average score of 75.90%.

The students' writing has covered the five aspects of exposition text assessment, namely essay content, composition/text structure, organisation of ideas, language, and writing mechanics. The content aspect of the essay in cycle 1 obtained an average score of 16.22. The composition aspect obtained an average score of 19.83. The aspect of organising ideas obtained an average score of 10.16. The language aspect obtained an average score of 14.83. The mechanics aspect of writing obtained an average score of 15.16.

Based on the percentage of completeness of the results obtained by students above, it shows that 64.51% (20 students) are complete in writing expository text according to the aspects assessed, while 35.48% (11 students) are not complete. This shows that there are still 2 groups whose scores are still below the KKM.

3.1.3 Cycle II

a. Learners' Activities

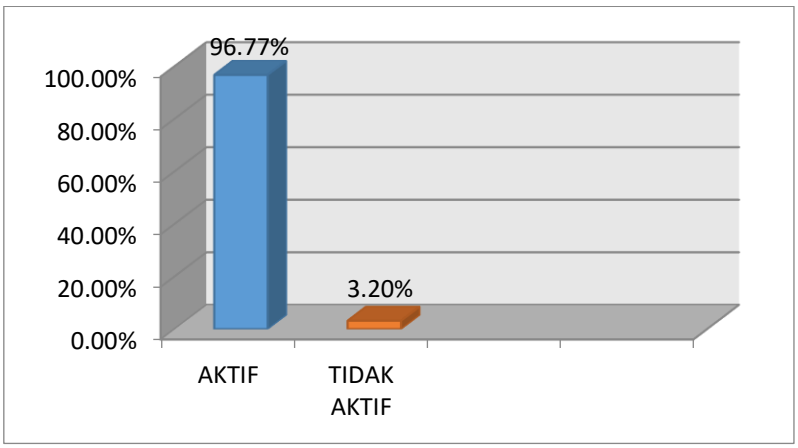

Figure 6: The data learners' activities in cycle II

The description of the results of the observation of student activities in cycle II above is that students who listen to the teacher's explanation in the good category are 22 students (70.9%), in the sufficient category are 9 students (29.5%), and in the insufficient category are 0 students (0%). Students who responded to the teacher's motivation were 22 students (70.9%), 9 students (29.5%), and 0 students (0%). Students who asked questions about the exposition text with a good category were 18 students (58%), 12 students (38.7%) with a fair category, and 1 student (3.2%) with a poor category. Students who helped friends who were having difficulty were categorised as good with 16 students (51.6%), 11 students (35.4%) were categorised as fair, and 4 students (12.9%) were categorised as poor. Students who responded to the teacher's questions were 19 students (61.2%), 11 students (35.4%) were in the good category, and 1 student (3.2%) was in the poor category. Students who do the assignments given are 25 students (80.6%), 6 students (19.3%) are in the good category, 6 students (19.3%) are in the fair category, and 0 students (0%) are in the poor category.

Students who collected the assignments given were categorised as good, 31 students (100%), 0 students (0%) were categorised as fair, and 0 students (0%) were categorised as poor. Students who listened to presentations in the good category were 24 students (77.4%), 7 students (22.5%) in the fair category, and 0 students (0%) in the poor category. The seriousness of making observations in the good category amounted to 13 students (41.9), in the moderate category amounted to 17 students (54.8%), and in the less category amounted to 1 student (3.2%). The activeness of students in the good category was 15 students (48.3%), 16 students (51.6%) in the fair category, and 0 students (0%) in the poor category.

Based on the observation data of cycle II student activities that have been presented above, it shows that students who are active in the learning process amount to 96.77%. So it can be said that cycle II student activity in this research is effective.

b. Learners' Response

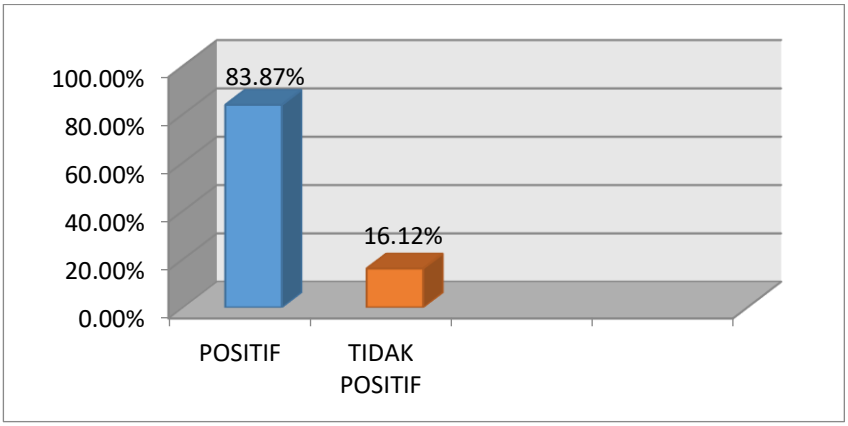

Figure 7: The data learners' response in cycle II

Based on the results of students' responses in cycle II above, students who enjoyed learning by using the PBL learning model in the good category were 18 students (58%), 13 students (41.9%) in the fair category, and 0 students (0%) in the poor category. Students who are interested in exposition text writing activities in the good category are 15 students (48.3%), in the sufficient category are 15 students (48.3%), and in the insufficient category are 1 student (3.2%). Learning exposition texts can make students' interest in learning to write good categories totalling 14 students (45.1%), sufficient categories totalling 17 students (54.8%), and less categories totalling 0 students (0%). Learning through PBL makes it easier to write with 20 students (64.5%) in the good category, 11 students (35.4%) in the fair category, and 0 students (0%) in the poor category. Students understand what is taught by the teacher with a good category of 20 students (64.5%), with a fair category of 10 students (32.2%), and with a poor category of 1 student (3.2%).

Learning with the PBL model makes it easier to think critically with 22 students (70.9) in the good category, 8 students (25.8%) in the fair category, and 1 student (3.2%) in the poor category. Like the way the teacher teaches which

is categorised as good, 23 students (74.1%), 8 students (25.8%) in the moderate category, and 0 students (0%) in the insufficient category. The teacher teaches the process of writing expository text with a good category of 24 students (77.4), a fair category of 7 students (22.5), and a poor category of 0 students (0%). Writing exposition text is an easy thing which is categorised as good with 12 students (38.7), 17 students (54.8%) with moderate category, and 2 students (6.4%) with poor category. Happy if the teacher asks questions about the material in the good category, there are 6 students (19.3%), 23 students (74.1%) in the fair category, and 2 students (6.4%) in the poor category.

Based on the table above, it can be concluded that student responses during the application of the problem-based learning model for cycle II meetings were considered positive. This is because the percentage of positive student responses in this cycle amounted to 83.87%.

c. Learning Outcomes

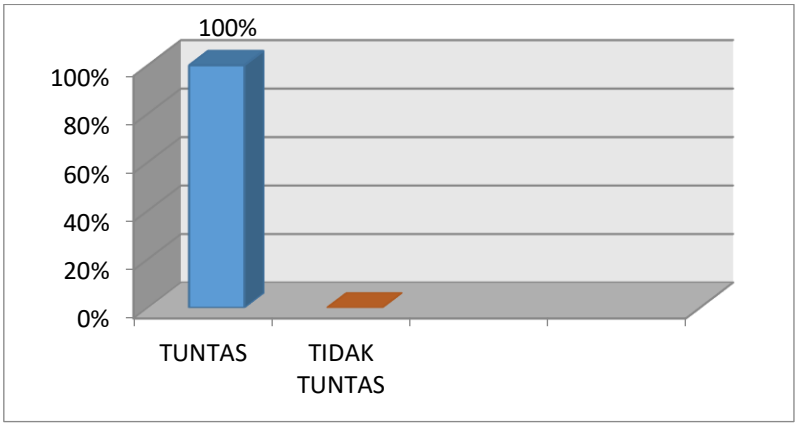

Figure 8: The data learners' Learning Outcomes in cycle II

The success rate of expository text writing results in cycle 2 of class X-1 students of SMAS Sunan Drajat Sugio using problem-based learning model. In cycle 2, the success of students in writing expository texts received an average score of 87.64%.

The students' writing has covered all five aspects of exposition text assessment, namely essay content, composition/text structure, organisation of ideas, language, and writing mechanics. The content aspect of the essay in cycle 2 obtained an average score of 18.25. The composition aspect obtained an average score of 22.61. The aspect of organising ideas obtained an average score of 12.80. The language aspect obtained an average score of 17.48. The mechanics aspect of writing obtained an average score of 16.38.

Based on the scores obtained by the students above, it shows that the percentage score of completeness is 100% or all students are complete in writing expository text in cycle 2. This is evident because the scores of all groups consisting of 31 students are above the KKM.

3.2 Discussion

3.2.1 Learners' Activities about the implementation the PBL Model in Indonesian Language Classroom

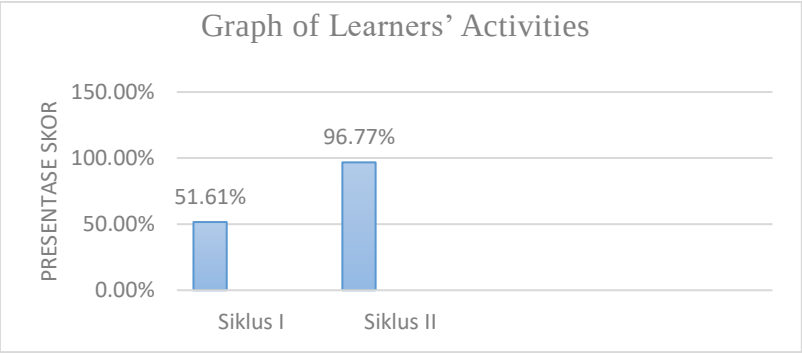

Figure 9: The data learners' acivities in implementation PBL model

Based on the results of student activity observation research through the Problem Based Learning model conducted with two cycles has shown a significant increase. This can be seen from the score obtained in cycle I with a percentage of student activeness of 51.61%, while in cycle II it has reached a percentage value of 96.77%.

At the cycle 1 meeting, there were several findings in student activity, one of which was: (1) it was found that some students were busy with their own activities so they did not respond to the motivation explained by the teacher, (2) it was found that some students still lacked confidence to ask questions about exposition text material.

From some of the shortcomings found in cycle 1, the teacher made improvements that will be carried out at the next meeting. The improvements made are by: (1) the teacher will reprimand students who are still found several times busy with their respective activities when the teacher explains the learning motivation in front of the class (2) the teacher will use several interactions with students so that students do not feel embarrassed to ask. The impact when students are confident to ask is that students will understand the material that they do not understand. So that students will find it easy to do the task of writing exposition text. In cycle 2, it was found that student activity increased by 45.16% from cycle 1. This indicates that student activity has improved quite well. This is due to some reflections made by the teacher.

Based on the results presented above, it can be concluded that students' activities while using the problem-based learning model to improve exposition text writing skills in class X-1 students of SMAS Sunan Drajat Sugio are effectively applied. Thus, the problem-based learning model can improve students' activities in writing exposition text.

3.2.2 Learners' response about the implementation the PBL Model in Indonesian Language Classroom

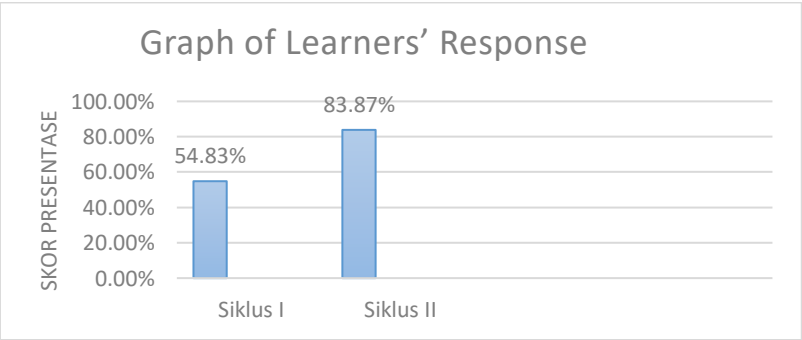

Figure 10: the data learners'response in implementation PBL model

The response questionnaire is conducted to find out how students respond to learning exposition text with Problem Based Learning (PBL) learning model. Questionnaire data collection is carried out in each learning cycle to find out how students respond during the application of this learning model.

In cycle I, the percentage of positive student responses amounted to 54.83%. This indicates that the results of student responses are not entirely positive and there are still problems with this learning. After analyzing the data by researchers and subject teachers, problems were found, namely (1) some students felt that writing exposition text was difficult, (2) students felt unhappy if the teacher asked questions about the material.

Then the researcher collaborates with the teacher to find solutions and reassessment in the next cycle by making improvements, namely (1) the teacher reviews the material slowly so that students understand it and the teacher will use several interactions with students so that students do not feel afraid when asking about material that has not been understood, (2) when the teacher interacts directly by asking questions to students, then students respond well, the teacher must give rewards or praise to students. Not only that, when students find it difficult to answer the teacher must provide a little hint / clue to provoke student answers.

In cycle II, it was found that positive student responses increased by 29.04% from cycle I to 83.87%. Thus indicating enthusiastic student response to this learning has been positive and significant.

3.2.3 Learners' exposition text writing ability in PBL setting: The Potential Implications

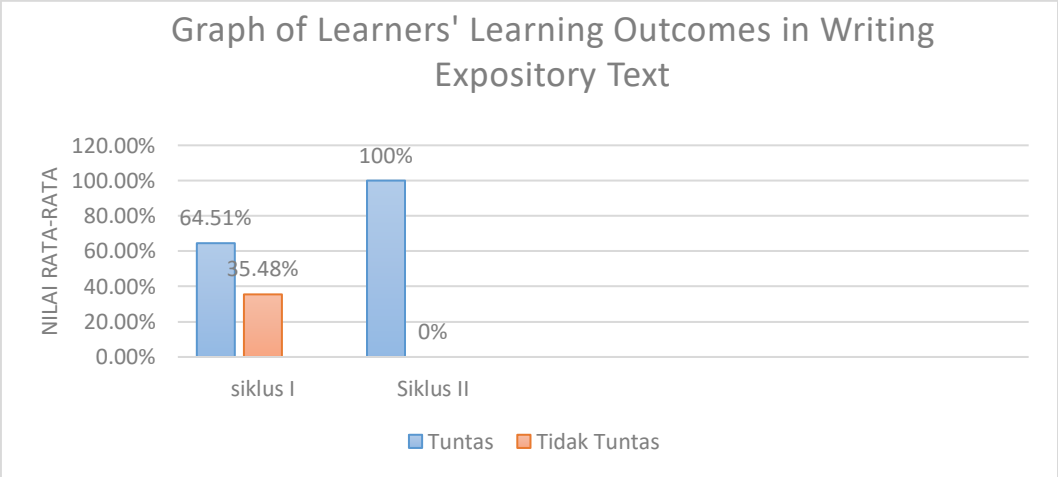

Figure 11: The Data Learners' exposition text writing ability in PBL setting

The initial condition of student completeness before the assessment action was not as expected. 17 out of 31 students scored below the KKM. The lack of ability to write expository texts in students is influenced by several aspects, both from the teacher and the students. This is because students are less able to develop ideas into a text essay. In addition, students do not pay attention to what aspects are included in the assessment. During learning, the teacher only gives individual assignments to write exposition texts without facilitating and guiding until completion. After the assessment and action by the researcher in collaboration with the subject teacher, the exposition text writing skills of class X-1 students of SMAS Sunan Drajat Sugio experienced a significant increase, this can be seen in diagram 4.3 and table 4.8.

In the figure 5 cycle I shows an average score of 75.90. In cycle II, it showed a significant increase with an average score of 87.64. The increase achieved occurred in every aspect of exposition writing. Assessment of the content aspect of the essay in cycle I the average value was 16.22 and in cycle II the average value was 18.25. This means that from cycle I to cycle II there was an increase of 2.03.

The assessment of text structure/composition aspects in cycle I had an average score of 19.83 and in cycle II had an average score of 22.61. This means that from cycle I to cycle II there was an increase of 2.78. The assessment of the aspect of organizing ideas in cycle I had an average score of 10.16 and in cycle II the average score was 12.80. This means that from cycle I to cycle II there was an increase of 2.64.

The assessment of language aspects in cycle I had an average score of 14.83 and in cycle II the average score was 17.48. This means that from cycle I to cycle II there was an increase of 2.65. The assessment of the mechanics aspect of writing in cycle I had an average score of 15.16 and in cycle II the average score was 16.38. This means that from cycle I to cycle II there was an increase of 1.22.

All aspects of the assessment of writing exposition texts of class X-1 students of SMAS Sunan Drajat Sugio have increased. Therefore, the problem-based learning model is successfully applied and can improve students' exposition text writing skills.

4. Conclusion

Based on the results and discussion above, it can be concluded that the results show that the effective communication model is carried out intensely both directly and indirectly with three patterns, namely Permissive (liberating), Authoritarian (Authoritarian), and Authoritative (democratic). Meanwhile, in an effort to develop students' religious character, it is carried out with standard effective communication patterns and flexibility between school members and parents. To strengthen this collaboration, the school facilitates it with the activities of Mental Islamic Spirituality (MKI). In this case, parents are directly involved in developing various religious programs at school, so as to stimulate the formation of positive character in students. In addition, religious character development is also carried out using the inspirational fairy tale method and the stories of the Prophets. Where children are asked to listen and retell to their peers. This is done with the intention of providing a bermanka learning experience to children, so that there is an association of understanding and positive attitudes in children that come from fairy tales and stories that have been read.

4.1 Advice

Based on the research results that have been found in this study, it is recommended that teachers should use the PBL learning model as an alternative to improve students' writing skills, especially expository texts at the high school level.

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