

Improving exposition writing proficiency through the application of problem based learning method for senior high school students

Peningkatkan kemampuan menulis eksposisi melalui penerapan metode pembelajaran berbasis masalah pada siswa SMA

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ABSTRACT

The low level of proficiency among students, coupled with the fact that teaching writing in schools in particular receives little attention, is the driving reason behind the research. The goal of this research was to analyze the improvement of students' writing skills after the application of PBL method teachers typically lack variety in the methods they use from a methodological standpoint. These factors led to the use and testing of a problem-based learning approach at SMA Negeri No 2 Dewantara, North Aceh. This study sought to ascertain whether problem-based learning techniques could enhance students' expository writing skill. In this study quantitative research method was used. In addition, non-parametric Mann-Whitney test was also done to measure whether there was a difference in the average value of two independent sample groups. From the result, it can be inferred that there are differences between how well students who learn using the PBL model and those who learn using a traditional approach write exposition texts. The pupils in the experimental class's mean post-test score of 91.3 serves as evidence for this. This is greater than the control class students' post-test mean score of 62.0. It is concluded that using a problem-based approach enhances students' skill to produce expositions that adhere to the exposition's criteria.

Keywords: Problem-Based Learning, Exposition Writing Proficiency, Senior High School Students, Improving.

ABSTRAK

Rendahnya tingkat kemahiran di kalangan siswa, ditambah dengan fakta bahwa pengajaran menulis di sekolah-sekolah khususnya kurang mendapat perhatian, adalah alasan pendorong di balik penelitian ini. Sebagian besar siswa secara psikologis menganggap tugas menulis sebagai sebuah kesulitan karena mereka merasa kurang mampu menggunakan bahasa Indonesia secara akurat dan efektif. Guru biasanya kurang variasi dalam metode yang mereka gunakan dari sudut pandang metodologis. Faktor-faktor tersebut menyebabkan penelitian terhadap penerapan dan pengujian metode pembelajaran berbasis masalah di SMA Negeri 2 Dewantara Aceh Utara. Penelitian ini ingin mengetahui bagaimana hasil penerapan metode pembelajaran berbasis masalah dapat meningkatkan kemampuan siswa dalam menulis ekspositori. Penelitian ini menggunakan metode penelitian kuantitatif. Selain itu, uji non-parametric Mann-Whitney juga digunakan untuk mengukur perbedaan juga dilakukan untuk mengukur apakah ada perbedaan nilai rata-rata dari dua kelompok sampel independen. Dari hasil uji non-parametric Mann-Whitney dapat disimpulkan bahwa ada perbedaan antara seberapa baik siswa yang belajar menggunakan model PBL dan siswa yang belajar menggunakan pendekatan tradisional menulis teks eksposisi. Nilai rata-rata post-test siswa di kelas eksperimen sebesar 91,3 menjadi bukti untuk hal ini. Ini lebih besar dari nilai rata-rata

post-test siswa kelas kontrol sebesar 62,0. Berdasarkan hasil ini dapatlah disimpulkan bahwa penggunaan pendekatan berbasis masalah meningkatkan kemampuan siswa untuk menghasilkan eksposisi yang memenuhi kriteria eksposisi.

Kata kunci: *Pembelajaran Berbasis Masalah, Menulis Eksposisi, Siswa Sekolah Menengah Atas, Peningkatan*

1. INTRODUCTION

The teaching of language skills involves four main components, i.e. listening, speaking, reading, and writing skills. Listening and reading are classified into receptive skills, also called active skills, because the production of language is not greatly required from the learners during the teaching process (Masduqi, 2016). Writing and speaking abilities are regarded as productive skills. Productive skills happen when language learners need to produce information using language in either spoken or written form (Golkovaa & Hubackovab, 2014). Since receptive skills are necessary for the development of productive ones, the two types of abilities are strongly tied to one another. All four of these abilities are taught in schools and are seen as crucial ones to learn because they are necessary for language learning at all levels.

Writing skill is used to express ideas, thoughts, and feelings, ideas to other people in written form. It is also considered to be a difficult skill to achieve. Written products often involve the result of thinking, drafting, and revising processes that need specialized skills which learners have to develop gradually (Brown, 2003). This skill may not be acquired at the early stage of language mastery. In academic settings, this skill is usually presented in the form of writing essays. Expression of ideas in essays must be supported by the accuracy of the language used, grammatical vocabulary, and spelling.

One of the writing lessons necessary to be taught is to write expositions. Dalman (2018) defines expository text as a text that describes or informs something that broadens the view of insight, or reader's knowledge. This type of text is written to provide information about a particular subject (Mirshahvalad et al, 2015). Thus, the nature of expository text seeks to explain a procedure or process, provide a definition, to explain or interpret ideas. Exposition is a variety of discourse which is meant to explain convey, or to describe something that can expand or increase knowledge and insight of the readers (Suparno and Yunus, 2002:110). The target is to inform something without intention to influence the mind, feelings, and attitudes of the reader. Fact and illustrations submitted by the author just to clarify what will be delivered in the texts.

To further increase students' skill to write expository texts, it is important to develop an approach that will help improve their writing skill. This study applies problem-based learning to achieve the goal. According to Zhang and Lin (2018), PBL is a student-centered teaching concept that provides real-world problem situations and gives students opportunities to seek solutions to problems and construct knowledge in an autonomous and cooperative learning environment. The focus of this approach is on the students and how they learn from real problems and then come up with solutions. Azman and Ling (2012) define that the Problem Based Learning (PBL) as a learning method based on the principle of using real-world problems as a starting point for the acquisition and integration of new knowledge. This method appears to be a suitable approach or alternative method to be implemented in language classrooms to improve teaching and learning. Applying the PBL method generally engenders two advantages (Azman and Ling, 2012). First, The PBL method helps to develop various and

purposeful ESL activities because while students work together to solve problems, they are engaged in activities that motivate and provoke their interest. Second, the problem-solving process in PBL necessitates students to search for materials and constantly relate any information that they read or receive to how to solve the problems which simultaneously allows students to integrate their content knowledge in writing.

In the senior high school's curriculum, writing exposition texts is included in Bahasa Indonesia's subject and is taught to tenth-grade students. Siboro et al (2018) found that students struggled to express themselves in writing well in Bahasa Indonesia, including writing expository texts. Siboro et al (2018) found that the students of class IX in a high school couldn't achieve KKM that was 60. This proved the skill of students in writing expository text was only 60% while the lowest accepted KKM was 75%. Teachers continued to use a less precise approach that failed to encourage students to actively participate in the expression of ideas, whether in written or spoken form. Moreover, writing difficulties were caused by psychological and methodological factors (Maulana, 2015). Psychologically, most students regarded writing activities as a burden because they believed they were less capable of using Indonesian correctly and appropriately. Methodologically, teachers' choices of appropriate teaching methods are generally less varied. Meanwhile, Shanti (2016) found that the application of PBL was found to be effective in improving students' skill to write descriptive texts. Research by Martini and Sobari (2021) discovered there was improvements in students' skill to produce exposition texts prior to and after receiving lesson using PBL. This was clear from the results of the average pretest value of 68,36 and for the average post-test score of 85,88.

Studies have found that writing expository texts became problematic for students. Rosmaya (2013) claimed that students in junior high school were having difficulties to develop ideas when writing expository texts. Meanwhile, Kurnia (2015) stated that there were two problems that students in class X at a senior high school in Makassar faced in writing expository texts in Bahasa Indonesia, i.e. comprehending concepts and low proficiency in writing expository. This was shown from the result of the minimum completeness criteria which was still low. In the same vein, Putri (2022) also mentioned that materials for producing exposition texts in Indonesian are categorized as serious materials, and they are highly challenging for students to learn. Fajrin and Yuniseffendri (2022) observed that junior high school's students described the challenges they faced when given the assignment of compiling an expository text. Students frequently struggled to convey their opinions in writing, starting with difficulties getting started, difficulty generating ideas or concepts, and difficulty developing ideas into sentences and paragraphs.

Research studies confirmed that the implementation of the PBL method had significantly assisted the development of student progress in writing expository texts. Kurnia (2015) discovered that students' skill in writing expository texts was improved in several aspects namely contents, text structures, vocabulary, sentences, and writing mechanism after receiving instructions using the PBL method. Surya (2018) found that dependent t-test analysis indicated that the PBL strategy was proven to significantly improve students' writing abilities since there were significant differences in the score of the pretest and the post-test. The result of research by Kristyanawati et al (2019) showed that the implementation of problem-based learning increased learning motivation and improved exposition text writing skills. Research by Herawati et al in (2013) found that the use of the Problem Based Learning learning model in writing learning which is designed in stages and programmed was actually accommodating in increasing student activity in writing, students feel more comfortable learning Indonesian,

especially in learning to write which has been less favored by students. This helped learning becomes effective and students become active. Therefore, it can be concluded that the application of the PBL method helped students' learning process.

The studies mentioned above serve as a springboard for this study. Learning results may be impacted by the accuracy of model selection and the use of learning media that are appropriate for the subject matter being taught. In order to promote the achievement of learning objectives, using a project-based learning approach can assist teachers create exposition texts for the learning process and help students comprehend in what is being explained by the teacher (Martini and Sobari, 2021). Thus, the students's proficiency in writing expository texts will also increase. Therefore, the purpose of this research is to examine how the PBL method can be used to improve students' writing abilities, particularly in exposition texts.

2. METHOD

The goal of this research was to analyze the improvement of students' writing skill after the application of PBL method. This study used a quantitative research method. According to Aliaga and Gunderson (in Apuke, 2017), quantitative research methods are used to explain an issue or phenomenon by gathering data in numerical form and analyzing it using mathematical methods, specifically statistics. The process of gathering and interpreting numerical data is known as quantitative research (Bhandari, 2022). In addition, it can be used to identify trends and averages, formulate hypotheses, examine causality, and extrapolate findings to larger populations.

The population of this study were all students from class X of SMA Negeri No 2, a public senior high school in Dewantara district, North Aceh. There were 112 students divided into 4 classes. The samples were taken from two classes, i.e., one class as a control class and another class as experiment class. The sampling technique used in this study was a purposive sampling technique. Purposeful sampling can be used to pick respondents that are most likely to produce suitable and useful information. It is a method for discovering and choosing cases that will make the most efficient use of the limited research resources available (Campbell et al, 2018). There were 48 students altogether from both classes. The data gained from scores of exposition text writing skill scores of the students were obtained from prior and post the application of the PBL approach.

Selecting the data gathering method to be used was the next step. Data were collected from the score of students' tests. Tests in the form of essay writing were conducted after the implementation of PBL method. The purpose of the post test was to provide an overview of the students' final achievement in the area of producing exposition texts. An analytical rubric is used to calculate the score. To determine the score of student responses, the post-test score was divided by the total score after it has been administered. Analysis prerequisite test and hypothesis test was employed in this study. Prerequisite analysis test was conducted by testing the normality and homogeneity between the experimental group subjects and the control subjects. Hypothesis test was conducted to provide temporary answer toward research problem formulation. This study proposed hypothesis:

H₀ = there is no effect of the PBL learning model on the proficiency of writing expository texts in class IX students

H1 = there is effect of the PBL learning model on the proficiency of writing expository texts in class IX students

In addition, non-parametric Mann-Whitney test was also done to measure whether there was a difference in the average value of two independent sample groups. According to Quraisy and Madya (2021) the test of two independent samples on nonparametric statistics had the same purpose as the t-test on parametric statistics, which was to determine two independent samples from the same population. They also added that in the parametric statistical method the two-sample test was analyzed using the t-test with several conditions. Nevertheless, the t-test must be replaced with a statistical test nonparametric specifically used for two independent samples if one of the conditions failed to comply.

3. RESULTS AND DISCUSSION

1) RESULT

PBL stages or syntax according to Arends (quoted in Malikha, 2018) includes the following 5 steps, i.e., (1). Provide orientation about the problem for students. At this stage, the teacher explains learning objectives, motivate students to be involved in coping activities problem. (2). Organizing students to learn. At this stage, the teacher helps students define and organize tasks related to the problems. (3). Individual inquiry guidance or group. The teacher encourages students to collect pertinent information and to carry out experiment to search for explanations and solutions. (4) Development and presentation of attainments. At this stage, the teacher helps students in planning and preparing appropriate works such as reports, videos, and models and help them to pass it on to a classmate. (5). Analysis and evaluation of the solving process authentic problem. At this stage, the teacher helps students to reflect on or to evaluate preceding investigations and processes.

Accordingly, this research applied the five stages outlined above. At the first stage, the Indonesian language teacher explained the learning goals that must be met by the students at this point before presenting the issues that need to be resolved by the students. This phase attempted to allow students to investigate their knowledge, curiosity, and interests regarding the subject being studied and connect it to the outside world. The next phase of organizing the students started with the creation of small groups. Without receiving direct instruction from the teacher, students were given the chance to collaborate in groups regarding the knowledge they already possess. Students actively involved in discussion, argued, and gather information. The teacher organized the discussion by serving as a facilitator and motivator. The third stage was the stage of guiding the investigation. The teacher provided new information that can be used as an extension of students' prior knowledge. Students were now able to apply their knowledge to formulate questions, offer solutions, make judgments, and offer fact-based conclusions. To develop attainments was the fourth stage. At this point, each group member develops their concepts and expertise to address issues and develop their work in preparation for group presentations of their work to the class. The final stage is analysis and evaluation. At this point, the teacher corrects students' learning outcomes so they can reflect on them and assess them along with group project outcomes to find solutions to difficulties.

A different story happened in the control class that applied the conventional method that solely involved lectures. In this control class, students tended to be quieter and more attentive to the material. Students relied primarily on the teacher's explanation and were

expected to take notes. In order to solve difficulties, students were not required to actively participate in voicing their thoughts. Solving problems using recommendations from textbooks made up the bulk of the learning process.

Based on indicators of students' abilities to write exposition texts, answers from students were then assessed. These indicators served as benchmarks for the development of particular fundamental proficiency that could be used to assess the success of learning goals. According to the Ministry of Education and Culture (2013), there are three ways to judge a writer's skill to create expository texts: (1) writing exposition texts that adhere to the entire exposition text structure; (2) containing both pronouns and conjunctions as well as one-sided arguments; and (3) having an exposition text function.

This study was aimed to analyze whether the application of PBL would assist students' skill in writing expository texts in Indonesian. The results of both the experimental class and the control class were included in the research's data. The information was derived from the post-test results that were provided at the end of the class. IMB Software SPSS 18 was used to examine the results of the students' writing abilities for exposition texts. The result showed that post-test mean score of students' exposition text writing skills in the experimental class was 91.3 while in the control class the score was 62.5. This shows that the post-test mean score in the experimental class was higher than the control class.

A t-test was run on the post-test results of the two classes after determining the difference in proficiency between the experimental class and the control class. Two prerequisite tests, the normality test and the homogeneity test, had to be completed before performing the t-test. The normality test in this study used the Shapiro-wilk statistical test. The Shapiro-Wilk normality test findings revealed that, in the experimental class, the significant value of the normality test on the post-test data of exposition text writing proficiency was 0.000, while in the control class, it was 0.002. According to the regulations, H_0 was accepted and H_a was rejected if the value in the column sig > 0.05. Therefore, it was concluded that the post-test writing score from both courses were not distributed properly.

It was discovered that the data variance was not be met after testing the data analysis prerequisites, hence the t-test could not be used to continue the study. Thus, the non-parametric Mann-Whitney test would apply in this situation. The SPSS 18 IMB software was used to conduct the test. The non-parametric Mann-Whitney test was used as the basis for decision-making; specifically, if the Asymp.Sig value < 0.05, H_0 was rejected and H_a was accepted. If the Asymp.Sig value > 0.05, H_0 was accepted while H_a was rejected.

Based on the statistica test output, it was found that the Asymp.Sig value 0.000 < 0.05. As a result, H_a was accepted whereas H_0 was rejected. Thus, it was concluded that there were disparities between students who were taught using a scientific method and students who are given the PBL learning model in their skill to write expository texts. In other words, compared to scientific learning, the PBL learning approach had an impact on the writing skill of the X-grade pupils at SMA Negeri 2 Dewantara.

2) DISCUSSION

The findings of the examination of the students' answers in the experimental class demonstrated that they were able to communicate their ideas clearly and concisely while using the right pronominals and conjugations. This enhanced their ability to communicate the intention and goal of writing arguments. The exposition text's structure included a clear thesis, acceptable arguments depending on the students' individual viewpoints, and the use of

suitable conjunctions and pronominals. Affirmation statements supporting the thesis were also be found in the texts. All of the aforementioned factors pointed to an improvement in the experimental class students' exposition text authoring skill.

While this was going on, it was discovered that the control class was using improper language structure and ambiguous conjunctions. Each structure was not written entirely and clearly in the exposition text's structure. The thesis part only contained a concise justification from the students rather than a general description of the issue. Many students' exposition writings in the control class still utilize pronominals and conjugations that aren't entirely proper.

The results of this study mentioned have shown similarities with previous research. Non-parametric Mann-Whitney test result showed that there were differences in learning outcome of the students of experimental class with the if the Asymp.Sig value < 0.05 , H_0 was rejected and H_a was accepted. Thus, it was concluded that there was differences between students who were taught using a scientific method and students who are given the PBL learning model in writing expository texts. This was in line with Maulana (2015) who discovered differences in learning outcome with sig. (2-tailed) $0,16 < 0,05$ in experiment class.

Research by Martini and Sobari (2021) analyzing 25 students senior high school students discovered that the implementation of PBL models has helped to improve students' skill to produce expository texts which was evident from results of pretest and posttest scores. This study also discovered that students' made improvement in writing expository texts after receiving PBL models. Research by Herawati et al in (2013) and Kristyanawati et al (2019) both concluded that by applying Problem Based Learning model in writing was beneficial to help increase student activity in writing. Moreover, it also assisted students to be more relaxed, especially in learning to write which has been less favored by students. This is in line with the findings of this study that the PBL learning approach influenced students' writing abilities of the X-grade pupils at SMA Negeri 2 Dewantara.

4. CONCLUSION

Based on the findings of the research and discussions, it was discovered that students who were taught using the PBL learning model and students who were taught using traditional techniques, such as lectures, had different levels of proficiency in producing expository writings. Thus, disparities are found between the exposition text writing abilities of students who learn using the PBL model and those who learn using a traditional approach. This is demonstrated by the mean post-test of 91.3 for the experimental class's students. This is higher than the post-test mean score of the control class students who scored 62.0.

Therefore, it is concluded that problem-based approach helps to improve the capacity of students to write expositions in line with the characteristics of the exposition, where there is a paragraph comprising a thesis, argumentation, and affirmation, distinguishes learning from the conventional approach for writing skill. In addition, the skill of students to express their ideas and ideas systematically, beginning with the definition of the problem, searching for and processing the information to deal with problems, and then providing solutions to the problem at hand, makes the effect of problem-based learning better than the conventional method.

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