JEELi
Journal of English Education and Linguistics

Vol. 3 No. 1, January 2025, p. 59 – 68
Available online http://jurnal.una.ac.id/index.php/jeeli/index

THE EFFECT OF PROBLEM BASED LEARNING MODEL ON THE STUDENT'S WRITING ABILLITY OF HORTATORY EXPOSITION TEXT AT GRADE ELEVENTH SMK NEGERI 5 TANJUNG BALAI IN 2023/2024 ACADEMIC YEAR

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Abstract

This research aims to determine the influence of the problem-based learning model on writing hortatory exposition texts. This research was carried out using quantitative research. The sample for this research was students of class XI TBSM 1 and class XI TITL SMK Negeri 5 Tanjungbalai. There are 125 students in 4 classes. The sample consisted of 58 students using random sampling techniques. The sample was divided into two groups: control group and experimental group. The experimental group was taught using a problem-based learning model, and the control group was taught without using a problem-based learning model. The data collection instrument is a written test. Data were analyzed using the t-test formula. The analysis results show that the tcount value is greater than ttable (2.810 > 2.064). This means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Based on the research results, it was found that the problem-based learning model had a significant influence on writing hortatory exposition texts.

Keywords: *Problem Based Learning Model, Writing Abillity, Hortatory Eksposition Text*

INTRODUCTION

Language is a means of communication used to convey information, ideas and emotions from one person to another. Language is also a communication system based on words and the combination of words into sentences (Kurniati 2019).

English is one of the important parts of education because English is an international language. English is taught in Indonesia as a foreign language and this is a mandatory subject taught to students from middle school to university. In learning English, there are four language skills such as listening, speaking, reading and writing. One of the skills that always confuses students is writing skills.

Writing skills are one of the very important language skills that need to be mastered in the process of learning languages, especially English. According to Brown (2004) stated by (Bakti and Vol 2019), writing skills are important in communication, as are effective language skills. Therefore, students must have the

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ability to write to be able to write effectively in English and create conditions for students to write good texts.

Hortatory exposition texts are one of the subjects that students in high school must study and are written based on the generic structure and language features. This study conducted to find out what difficulties students experienced in writing hortatory exposition text because based on observations made during internship teaching practice at SMK Negeri 5 Tanjungbalai, observations found that students experienced several difficulties in writing texts, namely: they lack vocabulary mastery; second, students had difficulty conveying what they wanted to write so that the resulting writing was very short, and students could not express their ideas; and third, they don't understand the generic structure and language features required in the text.

METHOD

According to Arikunto (2014:172) Population is the entire research subject. The research population consisted of all class students at SMK Negeri 5 Tanjungbalai, class XI for the 2023/2024 academic year, and consist of four classes as follow: XI-TITL, XI-TBSM 1, XI-TBSM 2, XI-TBSM 3, Total 125 students

A sample is a part or representative of the population being studied (Arikunto, 2013: 174). This sampling is performed using random sampling. A way to achieve this is through the lottery. There are 58 students chosen in two class namely XI-TBSM 1 (33 students) as the experimental class and namely XI TITL (25 students) as the control class.

This Research was conducted at SMK Negeri 5 Tanjungbalai, using a quantitative method. In this study, the test is used as a research tool. According to Arikunto (2013: 193), a test is a set of questions, exercises, or other tools used to measure the skills, knowledge, intelligence, abilities, or personality of an individual or group. The purpose of this research is to find out whether problem based learning model have any effect on the hortatory exposition text writing skills of students at grade XI SMK Negeri 5 Tanjungbalai in 2023/2024 Academic Year.

Table 1. Research Design

Group	Type	Treatment	Type
Experimental	**Pre-Test**	**XI-TBSM 1**	**Post-Test**
Control Group	**Pre-Test**	**XI-TITL**	**Post-Test**

Where : **XI-TBSM 1**: Using Prroblem Based Learning Model

XI-TITL : Using Conventional Method

In accordance with the ideas,the research follows several research variables.which are as follows:

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This study links the effectiveness of problem-based learning strategies to the ability to write exposition text, one of the competency standards included in the syllabus. Therefore, this study appears to consist of two variables: ability to writing exposition text as a dependent variable and problem-based learning strategies as the independent variable. An exposition text is a discourse whose purpose is to convey, explore, explain, or explain something. On the other hand, problem-based learning strategy is a method or teaching that teachers use in the classroom by encouraging students to think critically and solve specific problems appropriately.

Data for this study was collected using student's pre-test and post-test scores.pre-test, before using problem base learning strategies, a pretest should be conducted to collect data on students' ability to write exposition text.

The treatment will be provided after the pre-test. In this study, two groups investigated to find out whether problem base learning strategies influenced students' ability to write exposition text. The first, group will an experimental group taught using problem base learning strategy, and the second group will a control group taught conventional writing.

Post-test, The post-test was given after treatment using the problem base learning strategy. Its function is to collect data about students' exposition text writing skills.

A test is considered effective if it measures what it is intended to measure. The t-test can be used even with very small sample sizes, as long as the variables in each group are normally distributed and the difference in scores between the two groups is not significantly different.

Based on the true null hypothesis it is expected that the groups are random. The data was tested using the T-test, then the significance of the addition, T-test, and T-table were compared using the degrees of freedom (df) test. The t-test is as follows Arikunto (2014: 354):

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{Da^2+Db^2}{N_x+N_{y-2}}\right)+\left(\frac{1}{N_x}+\frac{1}{N_y}\right)}}$$

Where:

M_x : the average value of the experimental group

M_y : means control group score

Da^2 : the deviation value of the experimental

Db^2 : control group deviation score

N_x : the number of samples of the experimental group

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N_y : the number of samples of the control group

RESULTS AND DISCUSSION

a. Results

Analysis Students' Differences Experiment Class

Table 2. The Differences Score Between Pre-Test and Post-Test Experiment Class

Students		Pre	Post	Post-Pre
1	Adly Munawwar	65	85	20
2	Ahmad Fahrezi	60	75	15
3	Aidil Pikri Sitorus	70	90	20
4	Aldi Pramana	65	80	15
5	Aldy Zuliandi	60	80	20
6	Alpi Syahrin	60	75	15
7	Ardi Maulana	65	80	15
8	Bayu Pratama	65	80	15
9	Bima Anggara	60	75	15
10	Candra	65	80	15
11	Dimas Prayogi	60	75	15
12	Fadly Hidayah	65	80	15
13	Fazar Putra Wal	70	90	20
14	Fikri Ikhsan	60	85	25
15	Irvan Hakim	65	85	20
16	Jeril Ahmadi	65	85	20
17	Juliardi	60	75	15
18	Mhd Alfarizi	60	85	25
19	Mhd Arifin Ihsan	65	80	15
20	Mhd Awanda Kevin	60	75	15
21	Mhd Farel Nasution	65	80	15

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22	**Mhd Dery Andika**	**60**	**85**	**25**
23	**Mhd Aldi Rizki**	**65**	**80**	**15**
24	**Mhd Azli**	**60**	**85**	**25**
25	**Mhd Kada Sahputra**	**65**	**75**	**10**
26	**Mhd Rizki Pratama**	**60**	**85**	**25**
27	**Nurul Ainun Siahaan**	**75**	**95**	**20**
28	**Rahdiansyah**	**60**	**85**	**25**
29	**Rangga Andika**	**60**	**85**	**25**
30	**Reza Pahlevi**	**65**	**80**	**15**
31	**Rifky Adlyansyah**	**65**	**75**	**10**
32	**Rendi Syahri**	**60**	**85**	**25**
33	**Soleh**	**60**	**80**	**20**
Total Mean		**∑= 2085**	**∑= 2690**	**∑= 585**
		M= 63,18	**M= 81,52**	**M= 18,33**

Based on the above data, students in the experiment class scored lower on the pre-test than on the post-test. The mean of student score was 63,18 on the pre-test, and after receiving conventional treatment, it ascended to 81,52 on the post-test.

Analysis Students' Differences Control Class

Table 3. The Differences Score Between Pre-Test and Post-Test Control Class

	Students	Pre	Post	Post-Pre
1	**Aldi Wiranata**	**60**	**80**	**20**
2	**Aprijon Nababan**	**55**	**70**	**15**
3	**Ariadi Juanto**	**60**	**75**	**15**
4	**Arya Agustin**	**65**	**85**	**20**
5	**Diki Wahyudi**	**65**	**80**	**15**
6	**Febrian Syahputra**	**60**	**75**	**15**

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7	**Fitra Rohim**	**60**	**75**	**15**
8	**Gilang Rizki**	**55**	**70**	**15**
9	**Giofani**	**60**	**80**	**20**
10	**Imam Wahyu**	**55**	**60**	**5**
11	**Juanda Kurniawan**	**65**	**85**	**20**
12	**Mhd Haikal Lubis**	**60**	**70**	**10**
13	**Mhd Risky**	**60**	**75**	**15**
14	**Meri Dianti**	**70**	**85**	**15**
15	**Mhd Syafri**	**50**	**60**	**10**
16	**Mhd Arif Siregar**	**55**	**75**	**20**
17	**Muliana**	**70**	**85**	**15**
18	**Najwan Amima**	**55**	**70**	**15**
19	**Rahmad Rizki**	**60**	**75**	**15**
20	**Raisya Ayuni**	**65**	**80**	**15**
21	**Rian Fahroji**	**65**	**80**	**15**
22	**Ridho Hidayatullah**	**60**	**75**	**15**
23	**Ryfael Jack**	**60**	**75**	**15**
24	**Syawal Nuraly**	**65**	**85**	**15**
25	**Wildinata Aulia**	**55**	**70**	**15**
Total Mean		**∑= 1510**	**∑= 1895**	**∑= 380**
		M= 60,40	**M= 75,80**	**M= 15,20**

Based on the above data, students in the control class scored lower on the pre-test than on the post-test. The mean of student score was 60,4 on the pre- test, and after receiving conventional treatment, it ascended to 75,8 on the post- test.

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Table 4. The Score of Mean and Std. Deviation Pre-Post Test Experiment and Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Experiment	**33**	**60**	**75**	**63,18**	**3,712**
Post Experiment	**33**	**75**	**95**	**81,52**	**5,075**
Pre Control	**25**	**50**	**70**	**60,40**	**4,983**
Post Control	**25**	**60**	**85**	**75,80**	**7,024**
Valid N (listwise)	**25**				

From the table above it concluded that mean of Pre-Test Experiment Class is 63,18 and mean of Post-Test Experiment Class is 81,52. Then on Pre-Test Control Class is 60,40 and mean of Post-Test Control Class is 75,80. From the data it can be concluded that there is difference in mean score both Pre-Test, Post-Test Experiment and Control Class.

Table 5. Paired Sample T-Test Pre and Post-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	**Experiment**	**81,52**	**33**	**5,075**	**,883**
	Control	**75,80**	**25**	**7,024**	**1,405**

From the results of paired between the post-test given to the experimental class and control group, the number of N or students used as research samples was 33 students in experiment group and 25 in control group. For Std values. Deviation (standard deviation) in the Experiment was 5,075 and the Control was 7,024. Lastly is the Std value. The Mean Error for the Experiment was 0,883 for the Control was 1,405.

Table 6 ***Paired Sample T-Test***

Paired Samples Test

	Paired Differences	t	df	Sig. (2-tailed)

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		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Experiment Control	5,000	8,898	1,780	1,327	8,673	2,810	24	,010

According to Singgih Santoso (2014: 265), the guidelines for decision making in the paired sample t-test based on the Tcalculated value of the SPSS 23 output results are as follows.

If **Tcalculated < Ttable**. Ho accepted

If **Tcalculated > Ttable**. Ha accepted

Based on the "Paired Samples Test" output table above, it is known that Tcalculated is 2,810. Next is the stage of finding the Ttable value, where Ttable is searched based on the df (degree of freedom) value and the significance value (a/2). From the output above, it is known that the df value is 24 and the value 0.05/2 is the same as 0.025. We use this value as a basic reference in finding the Ttable value in the distribution of statistical Ttable values. Then we find the Ttable value of 2,064.

Thus, because the Tcalculated value is greater than the Ttable value, namely 2,810 > 2,064. So based on the basis of decision making above, it can be concluded that Ho is rejected and Ha is accepted. As a result, there is a significant effect of problem-based learning model in hortatory exposition text writing of students at grade XI SMK Negeri 5 Tanjungbalai in 2023/2024 Academic Year.

b. Discussion

This research was conducted by using experimental design. The sample of this research was taken by using Random Sampling techniques with XI TBSM 1 as Experiment Group and XI TITL as Control Group of SMK Negeri 5 Tanjungbalai. And with the total sample is 58 students.

From the findings of the research, there was an increase in students' writing in the experimental class that was taken. problem based learning model. The mean score was 81,52. On the other hand, the control class had a score of 75,80. It could be defined that PBL model help students writing scores.

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CONCLUSION

Based on the result of research and discussion in the previous chapter, the researchers conclude:

1. Based on the results of data analysis in the previous chapter. After getting the results of the research, the researcher concluded that the Problem Based Learning Model was effective in learning to write hortatory exposition text. By using the Problem Based Learning Model, the teacher can create an interesting teaching and learning process in the classroom because students can be involved in the teaching and learning process and not get bored.
2. The average post-test score of the experimental class students is 81,52 which is higher than the control class 75,80. This means that teaching hortatory exposition text using Problem Based Learning Model is better than teaching hortatory exposition text using non- Problem Based Learning Model.
3. The result of calculation by t-test shows that the t-test is 2,810, and the t-table for 5% is 2,064. This means that the T-test is higher than the T table (2,810>2,064). In other words, Ha accepted and Ho rejected. It can be concluded that the Problem Based Learning has a significant effect on students' ability in writing hortatory exposition text.
4. In addition, learning hortatory exposition text with the Problem Based Learning Model can help students to improve their writing skills. This can be seen during the teaching and learning process, students are very enthusiastic in learning and are more active in the teaching and learning process.

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