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# THE EFFECT OF PROBLEM BASED LEARNING BY ASSISTED QUICK RESPONSE CODE ON STUDENTS' ABILITY IN WRITING NARRATIVE TEXT

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**Abstract**

This research aimed to find out whether the effectiveness of the Understanding by Design (UbD) approach in enhancing students' skills in writing descriptive texts. The study was conducted on Grade X students at SMK Tengku Amir Hamzah during the 2024/2025 academic year. A quantitative research method was employed, with data collected through essay-based tests. The findings revealed that the experimental group had an average pre-test score of 58.57, while the control group averaged 47.10, indicating a 20.62% improvement. The use of Understanding by Design in teaching descriptive writing proved to be effective in improving students' performance. Data analysis was carried out using a t-test, which showed a t-score of 3.88, higher than the critical value of 2.012 at a 46-degree of freedom significance level. This result confirms that the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected.

***Keywords: Writing Skil, Descriptive text, Understanding by Design***

## INTRODUCTION

English is a widely used global language that encompasses four core skills: speaking, listening, reading, and writing, as noted by Siahaan (2008:214). To succeed in learning English, students need to develop competence in all these areas. Educators play a crucial role in this process by employing innovative methods, strategies, media, and techniques to enhance students' English skills. As students' proficiency grows, it is expected that learning English will become easier for them. Additionally, English is considered one of the essential subjects for high school students to master (Beno et al., 2022).

Learning as a mental or psychological process that takes place during active engagement with the environment and leads to modifications in attitudes, abilities, and knowledge. This indicates that at this stage, it is anticipated that students will have a firm grasp of theoretical ideas and be able to use them in their everyday lives. It goes without saying that learning activities produce results known as learning outcomes. These can include tangible behavioral changes or an increase in learning accomplishments as measured by assessment, which is a method or instrument utilized to accomplish the desired results. Since assessment evidence will be utilized to judge whether or not the intended goals are fulfilled, it is the

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teacher's responsibility to create relevant and valid assessment evidence (Rahmawati & Astuti, 2023)

Writing is a thinking process, because writing is the process of pouring ideas onto paper to change thoughts into words and give them organizational structure and consistency". In this case, students carry out the thinking process through descriptive writing. Descriptive text is a text that explains or depicts an object, place, or event in detail and detail. The goal is to provide a clear picture to the reader about the characteristics or attributes of what is being described.(Rodríguez, Velastequí, 2019)

Based on this assertion, the author is eager to examine the learning results of applying Understanding by Desain (UbD) Approaches in classroom instruction. The author concentrates on writing abilities. One of the best abilities to foster intelligent thinking in future development is the ability to write. All of our thoughts can be expressed in writing (Basyaroh Purbania, Muhammad Rohmadi, 2019). Anecdotes, analytical expositions, explanations, recounts, narratives, procedures, descriptive, argumentative, reports, and news items are just a few of the genres that can be found in English literature. The goal of writing instruction is to improve pupils' ability to communicate their thoughts through writing. Students need to practice writing skills frequently, and mastering them requires a variety of strategies and preparations. Many of the pieces lack clarity and don't seem to be well-written. However, if they write using methods like brainstorming and webbing, everything might work out better. These strategies assist them in coming up with original ideas, which can result in writing that is more engaging (Rizky et al., 2023). Applying Understanding by Design (UbD), which makes sense and flows nicely, also aids in improving writing skills (Dhananjaya et al., 2024).

Typically, descriptive texts consist of two primary sections. The first is identification, which deals with introducing the people, locations, animals, or objects that will be detailed. Additionally, the author mentions traits, shapes, colors, and other aspects of animals, objects, places, or people. In addition, descriptive texts frequently use simple present tense adjectives and compound adjectives, among other linguistic aspects. (Februansyah and others, 2020)

The researcher's observation exercises at SMK-S Tengku Amir Hamzah Indrapura highlighted several problems with the students, such as a dislike of writing assignments because of a lack of vocabulary, occasional comprehension problems and confusion about proper grammar, and a variety of internal and external factors like low interest that can cause students to lose interest and motivation to continue. using models or methods that are less captivating. Students must overcome these challenges if they want to comprehend writing more deeply.

Based on the description above, the researcher was inspired to conduct a study entitled “The Effect of Understanding by Design Approaches on Student Learning Outcomes in Descriptive Text of Tenth Grade Students at SMK-S Tengku Amir Hamzah Indrapura In 2024/2025 Academic Year”.

## METHOD

This research makes use of quantitative research. According to Sugiyono (2018:8) in Salecha (2015), the quantitative method is a technique for studying a

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particular population and sample that employs numerical data as a tool for information analysis on the subject of interest.

Sugiyono (2019) cites Yoki (2016) as saying that research design is a method of routinely gathering data such that the study has reliable data. Following that, since this study looks at how design approaches affect students' learning outcomes, using both experimental and control group designs, a quasi-experimental design is used in descriptive texts.

In this study, two variables were used for analysis, namely Variable X as the independent variable (Understanding by Design) and Variable Y as the dependent variable (students' ability to write descriptive texts). There were two groups of students, namely the experimental group and the control group. The experimental group was taught using the Understanding by Design method, while the control group was taught using conventional methods. The sampling technique used was simple random sampling, with samples consisting of specifically class X-1 Administrative Administration totaling 24 students as the control class, and class X-2 Administrative administration totaling 24 students as the experimental class.

**Table 3.4 Research Design**

| Group | Pre-test | Experiment | Post-test |
|---|---|---|---|
| Group A | √ | X | √ |
| Group B | √ | Y | √ |

Where:
X : Using UbD Approaches
Y : Using Conventional Model

The data collection in this study was carried out through a well-organized and methodical process. Initially, administrative requirements were addressed, beginning with obtaining formal approval from the school principal. This authorization was crucial for adhering to institutional protocols and gaining the school's full cooperation. Once permission was granted, the process moved to the next phase—conducting direct classroom observations. These observations focused on examining different elements of the teaching and learning process, as well as student engagement, to ensure the data gathered was both relevant and aligned with the study's goals. This step was vital for acquiring precise and thorough information.

1. Pre-test
   The students took a pre-test to assess their writing abilities before the experiment began. Both groups completed the pre-test, and their work was graded. The scores from the pre-test were used as preliminary data for the study.
2. Treatment
   The experimental group was taught using Understanding by Design. The control group, on the other hand, was not taught using Understanding by Design.

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instead, they were only taught with explanations. Both classes studied the same subject and covered the same information.

3. Post-test
   The post-test was administered to evaluate the students' performance after the treatment. Once the test was completed, the results were collected. The test was used for both the experimental group and the control group to determine the mean scores.
4. Scoring
   The only way to grade students' writing after the post-test is to evaluate their work and assign a score. A writing skill rubric can be used to assess students' work, with categories ranging from excellent to very good, good, fair, or poor.

## RESULTS AND DISCUSSION

The result of the students' test can be seen on the following table score.

**Table 3. The Sore of Pre-test and Post-test in Experimental Group**

| No | Name of Student | Score Pre-Test ( X ) | Score Post-Test ( Y ) | $X^2$ | $Y^2$ | X.Y |
|---|---|---|---|---|---|---|
| 1 | PRAPTI | 50 | 85 | 2500 | 7225 | 4250 |
| 2 | NUR AURA S | 60 | 95 | 3600 | 9025 | 5700 |
| 3 | SUKMA | 50 | 85 | 2500 | 7225 | 4250 |
| 4 | ICA SAPUTRI | 60 | 95 | 3600 | 9025 | 5700 |
| 5 | RIZKY AULIA | 65 | 95 | 4225 | 9025 | 6175 |
| 6 | REYHAN | 50 | 90 | 2500 | 8100 | 4500 |
| 7 | JIHAN NISRIN | 60 | 90 | 3600 | 8100 | 5400 |
| 8 | NAURITA S. | 65 | 95 | 4225 | 9025 | 6175 |
| 9 | HANY L. | 60 | 95 | 3600 | 9025 | 5400 |
| 10 | RIZKY RAMA | 55 | 95 | 3025 | 9025 | 5400 |
| 11 | SRI NELA A. | 65 | 90 | 4225 | 8100 | 5225 |
| 12 | PUTRI DEWI | 60 | 95 | 3600 | 9025 | 5700 |
| 13 | MAMARDAH A | 60 | 90 | 3600 | 8100 | 5400 |
| 14 | NURSYAVIKA | 60 | 95 | 3600 | 9025 | 5700 |
| 15 | NAZWANI N. | 50 | 90 | 2500 | 8100 | 4500 |
| 16 | FIRDA RAH | 60 | 95 | 3600 | 9025 | 5700 |
| 17 | DAHNIA PUTRI | 60 | 85 | 3600 | 7225 | 5100 |
| 18 | CHIKA APRIL | 65 | 95 | 4225 | 9025 | 6175 |
| 19 | BUNGA L. | 50 | 90 | 2500 | 8100 | 4500 |
| 20 | AYU ARINI | 60 | 90 | 3600 | 8100 | 5400 |
| 21 | ALYA FENY C | 55 | 90 | 3025 | 8100 | 4950 |
| 22 | ANDINI | 65 | 95 | 4225 | 9025 | 6175 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| 23 | JESIKA | 60 | 90 | 3600 | 8100 | 5400 |
| 24 | EGI PRITA | 50 | 90 | 2500 | 8100 | 4400 |
| | Total | ∑X=1395 | ∑Y=2200 | $\sum X^{2=}$ 81775 | $\sum Y^{2=}$ 201950 | ∑XY= 127275 |

From the data above, it can be seen that the highest and lowest values in the pre-test are:

1. Score 65 are 5 students.
2. Score 60 are 11 students.
3. Score 55 are 2 students.
4. Score 50 are 6 students.

Based on the table above, it can be seen that the highest and lowest values in the post-test are:

1. Score 95 are 11 students.
2. Score 90 are 10 students.
3. Score 85 are 3 students.

It can be seen that the pre-test score in the Experimental Class was the highest with a score of 70 and the lowest with a score of 50. From the data above, it we can see that students' score in pre-test was lower than post-test. The mean of students' score in pre-test was 61,45 and after giving treatment by using understanding by design, it is was increased 86,10% until the score mean was being 91,25 in post-test.

**Table 4. The Sore of Pre-test and Post-test in Control Group**

| No | Name of Student | Score Pre-Test ( X ) | Score Post-Test ( Y ) | $X^2$ | $Y^2$ | X.Y |
|---|---|---|---|---|---|---|
| 1 | AMIRA AIDA P | 50 | 70 | 2500 | 4900 | 3500 |
| 2 | NAZWA Q.A. | 60 | 80 | 3600 | 6400 | 4800 |
| 3 | DWI CITRA L. | 50 | 75 | 2500 | 5625 | 3750 |
| 4 | NASYAWAH A. | 45 | 60 | 2025 | 3600 | 2700 |
| 5 | CINTA OKTAVI | 40 | 55 | 1600 | 2025 | 2200 |
| 6 | RAQUITA M. | 40 | 65 | 1600 | 4225 | 2600 |
| 7 | INTAN CAHYA | 55 | 55 | 3025 | 3025 | 3025 |
| 8 | AZIRA SAKILA | 60 | 80 | 3600 | 6400 | 4800 |
| 9 | ANGGUN A. | 40 | 75 | 1600 | 5625 | 3000 |
| 10 | AUIRA NATAS | 40 | 60 | 1600 | 3600 | 2400 |
| 11 | PUTRI NAZWA | 40 | 70 | 1600 | 4900 | 2800 |
| 12 | DINA RAMAULI | 50 | 80 | 2500 | 6400 | 4000 |
| 13 | KESYA SYAKI | 45 | 65 | 2025 | 4225 | 2925 |
| 14 | SAFIRA Z. | 50 | 70 | 2500 | 4900 | 3500 |
| 15 | FENY SOFIAH | 50 | 80 | 2500 | 6400 | 4000 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| 16 | MELANI | 50 | 80 | 2500 | 6400 | 4000 |
| 17 | HANIFA A.S | 45 | 85 | 2025 | 7225 | 3825 |
| 18 | ADINDA R. | 65 | 85 | 4225 | 7225 | 5525 |
| 19 | AMELIA | 50 | 85 | 2500 | 7225 | 4250 |
| 20 | NAZWA AZURA | 40 | 50 | 1600 | 2500 | 2000 |
| 21 | RUNI NAELA | 50 | 70 | 2500 | 4900 | 3500 |
| 22 | ARINI H. | 40 | 55 | 1600 | 3025 | 2200 |
| 23 | ZAHRA NABIL | 60 | 70 | 3600 | 4900 | 4200 |
| 24 | BILQIS AL | 60 | 75 | 3600 | 5625 | 4500 |
| | Total | ∑X=1175 | ∑Y= 1695 | $\sum X^{2=}$ 58925 | $\sum Y^{2=}$ 121275 | ∑XY= 84000 |

It can be seen that the pre-test score in the Control Class was the highest with a score of 65 and the lowest with a score of 40.

From the data above, it can be seen that the highest and lowest values in the pre-test are:

1. Score 65 are 1 student.
2. Score 60 are 4 students.
3. Score 55 are 1 student.
4. Score 50 are 8 students.
5. Score 45 are 3 students.
6. Score 40 are 7 students.

Based on the table above, it can be seen that the highest and lowest values in the post-test are:

1. Score 85 are 3 students.
2. Score 80 are 5 students.
3. Score 75 are 3 students.
4. Score 70 are 5 students.
5. Score 65 are 2 students.
6. Score 60 are 2 students.
7. Score 55 are 3 students.
8. Score 50 are 1 student

From the data above, it we can see that students' score in pre-test was lower than post-test. The mean of students' score in pre-test was 48,95 and after giving treatment by using understanding by design, it is was increased 85,10% until the score mean was being 70,62 in post-test.

## CONCLUSION

This study used a qualitative approach and used the Simple random sampling technique to select samples, consisting of students of class X-1 Office Administration and X-2 Office Administration at SMK-S Tengku Amir Hamzah for the 2024/2025 Academic Year. Data were collected using pre-tests and post-

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tests, with essay texts as the data collection instrument. Based on the data, there is a clear difference between the scores of the experimental group and the control group.

The experimental group, which was taught using Understanding by design in writing Descriptive texts, scored higher than the control group, which was taught through conventional methods. It can be concluded that Understanding by Design has a significant effect on students' descriptive writing skills. The post-test scores of students taught using UbD were higher compared to their pre-test scores, indicating that this method is effective in improving students' writing skills. One of the reasons is that Understanding by design makes students more interested in learning, which in turn helps them practice writing Descriptive texts more effectively.

Then, the result (Ho) was rejected and (Ha) was accepted, this shows that understanding by Design to improve the ability to write descriptive texts shows a significant influence on students' ability to write descriptive texts.

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