

THE EFFECT PROBLEM BASED LEARNING ON STUDENTS' WRITING PROCEDURE TEXT BY ASSISTED *GIMKIT*

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ABSTRACT

This research aims at investigating The Effect Problem Based Learning by Assisted *Gimkit* on Students' Writing Procedure Text. This research is quantitative research. The population of this research was the students at grade X of SMAN 1 Air Joman. The total number of the population is 216 students in six class. There were 36 students chosen as the sample by using random sampling technique. The sample was divided into two group, namely control group and experiment group. The experiment group was taught by using problem-based learning by assisted *Gimkit* and control group was taught without using problem-based learning by assisted *Gimkit*. The instrument for collecting the data was essay test. The data was analyzed by using t-test formula. It means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Based on the finding of this research, it was found that is a significant effect of problem-based learning by assisted *Gimkit* on students' writing procedure text at grade x of SMAN 1 Air Joman.

Key words: Procedure Text, Problem Based Learning, *Gimkit*

INTRODUCTION

Learning English for Indonesians is like building a classical building. A proficient language learner can be compared to someone who diligently carries out plans and is an expert instructor. According to (Courtney et al., 2022) For Indonesian people, English is a foreign language. English as a foreign language is learned by people who already used at least one other language and who live in community in which English is not normally used. Indonesian people know English when they are in school. So, English teaching is an important part in Indonesia. The students are hoped to master English accurately and fluently.

There are 4 aspects in the English that should be learned by people. Which consisted of reading, listening, speaking, and writing. Of all the skills mentioned, writing is one of the aspects that require more skill be mastered than the other three. By the difficulties level, writing is considerably difficult to learn writing is the most difficult skill to be mastered. This has a meaning that writing needs to be learned properly, considering it is basically the most difficult part of the English language. (Soleh, 2021)

Writing is one of the basic skills used and fostered in educating students. In this sense, it can be used both as a learning tool and to persuade others. Students need to improve their writing skills early in their academic life to ensure their future success. For this reason, they should be taught contextual, structural, and educational principles of writing that focus on learning models, taking into account students' writing skills and proficiency. Writing can be said to be the most challenging language skill among other types of language skills. This is because writing is not just copying words and sentences; but also developing and expressing thoughts in an orderly writing structure. (Virdaus, 2019)

In this era of globalization, English language skills, especially writing skills, are becoming increasingly important. Procedure texts, as a type of text that is often used in everyday life, require students to be able to present information clearly and systematically. However, in reality, many students still experience difficulties in writing procedural texts.

This is caused by various factors, Internal Factors (from within the student): Lack of understanding of text structure: Students may not understand the general structure of procedure texts, such as objectives, materials/tools, and sequential steps. Limited vocabulary, Students may not have enough vocabulary to describe the steps clearly and precisely. They may have difficulty using appropriate action verbs. Difficulty in putting together sentences, Students may have difficulty constructing sentences that are clear, concise, and easy to understand. They may have difficulty using conjunctions to connect steps. Lack of interest and motivation, Students may not be interested in the topic of procedure texts or feel that writing is boring. Low self-confidence, Students may feel afraid of making mistakes, so they are reluctant to start or complete writing assignments. Students who have low self-confidence will find it difficult to put their ideas into writing. Difficulty in reading comprehension. If students have difficulty understanding reading, it will make it difficult for them to write procedure text.

External Factors (from outside the student): Less effective teaching methods: Teachers may not use interesting and interactive teaching methods. A lack of structured writing practice and constructive feedback can hinder the development of students' writing skills. Lack of learning resources, Students may not have access to adequate learning resources, such as books, dictionaries, or the internet. A less supportive learning environment can limit students' opportunities to learn and practice. Environmental influences, A family environment that does not support learning activities can affect students' enthusiasm for learning. The influence of unfavorable peers can also affect students' enthusiasm for learning. Lack of attention from parents, Lack of attention from parents towards student learning activities can make students less enthusiastic about learning. Inadequate school facilities, Inadequate facilities, such as a lack of books in the library, or a lack of learning media used by teachers, can hinder students' learning process. (Zahra & Samsi, 2022)

Based on my observation teaching research to class X students at SMA NEGERI 1 AIR JOMAN, it was found that English language learning is still dominated by conventional methods, which do not provide opportunities for students to actively develop writing skills. Problem-based learning (PBL) offers an

innovative approach to English language learning. PBL encourages students to be actively involved in solving problems that are relevant to their lives, so that it can increase students' motivation and understanding of learning material. Apart from that, the use of technology such as *Gimkit* can be a solution to increase student involvement in learning. *Gimkit*, as a game-based learning platform, can make learning more fun and interactive.

METHOD

This research belongs to a quantitative methodology as an experimental research method. Earlier to accepting treatment, a pre-test is managed to decide the level of students' scores and writing procedure text. After regulating a test, a post-test will manage to evaluate the students' score. The data will be collected before and after the test. The design is suitable for evaluating the effectiveness of problem base learning by assisted *Gimkit* to students in the X grade at SMA NEGERI 1 Air Joman. In this research, there are two groups: the experimental group is X6 and the control group is X3. The researcher is using Problem Based Learning by assisted *Gimkit* in experimental classes. In the class control, the researcher does not use the Problem Based Learning by assisted *Gimkit*. X6 consist of 36 students and X3 Consist of 36 students, so the number of samples is 72 students.

Table 1 Experimental Class and Control Class

GROUP	PRE-TEST	EXPERIMENTAL	POST-TEST
The Experimental	X1	By using PBL by assisted <i>Gimkit</i>	X2
The Control	Y1	By using Conventional Method	Y2

Note:

X1: Pre-Test using PBL assisted by *Gimkit*

Y1: By using Conventional Method

X2: Post-Test using PBL assisted by *Gimkit*

Y2: By using Conventional Method

Instrument of data collection in this research will be essay test. According to (Arikunto, 2013) "A test is a tool or procedure used to find out or measure something in an atmosphere, in ways and rules that have been determine." The test is in this study is the result of examining the formative data have been collected.

An essay test used in this study to collect data. There were two versions of this test: the pre-test and the post-test. Students are asked to write a procedure text as part of the pre-test. Before receiving the treatment, the students' abilities were assess using the pre-test. In addition, the post-test is given to assess students' writing procedure text after they use the PBL learning model. Students who use the problem-based learning (PBL) model was more motivated to learn and is trainee to solve problems critically.

This study utilizes *Gimkit* to help students with their observations. Therefore, students are asked to collaborate with a group of friends to create their observation text to create a procedure text.

1. Pre-test: It was given before teaching and learning process.
2. Post-test: It was given after teaching and learning process.
 - a. Pre-Test

The pre-test was conducted to determine the homogeneity of the sample. This is used to determine whether the two groups are equal in mastering the ability to write procedure text. Homogeneity can be seen from the average value of each group.

- b. Treatment

The treatment was conducted after the pre-test; there were two experiments conducted in this study. The step given treatment to find out the effect of a problem-based learning model on procedure text writing.

- c. Post-Test

The treatment was given at the end of the experiment. The purpose was to find out whether the experiment has an effect on the participants. The post-test of the students presented the mastery activities in writing procedure text related to motivation. It is given after the experiment is conducted.

RESULTS AND DISCUSSION

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

Table of Pre-Test and Post-Test Experiment Class

No.	Initial Name	Score of Pre-Test (X)	Score of Post-Test (Y)	X^2	Y^2	XY
1	ATW	60	90	3600	8100	5400
2	AP	70	90	4900	8100	6300
3	AA	75	80	5625	6400	6000
4	AN	70	85	4900	7225	5950
5	BA	60	90	3600	8100	5400
6	BC	65	85	4225	7225	5525
7	BU	70	90	4900	8100	6300
8	CN	69	90	4761	8100	6210
9	DMAP	68	80	4624	6400	6440
10	DTS	65	85	4225	7225	5525
11	EN	70	85	4900	7225	5950
12	EDY	60	90	3600	8100	5400
13	FN	65	90	4225	8100	5850
14	GM	65	85	4225	7225	5525
15	HF	65	85	4225	7225	5525
16	IMYS	70	90	4900	8100	6300
17	JA	70	85	4900	7225	5950
18	KAM	70	85	4900	7225	5950
19	M	70	85	4900	7225	5950
20	MAT	60	85	3600	7225	5100
21	MF	67	85	4489	7225	5695

22	MAW	67	90	4489	8100	6030
23	MF	68	85	4624	7225	5780
24	NA	65	85	4225	7225	5525
25	N	65	90	4225	8100	5850
26	NH	67	85	4489	7225	5695
27	NN	68	85	4624	7225	5780
28	NAS	69	80	4761	6400	5520
29	QDS	67	85	4489	7225	5695
30	RRM	70	87	4900	7569	6090
31	RAR	65	90	4225	8100	5850
32	SHK	65	90	4225	8100	5850
33	SR	68	88	4624	7744	5984
34	TS	70	90	4900	8100	6300
35	YAP	75	85	5625	7225	6375
36	Z	75	90	5625	8100	6750
Total		$\sum X =$ 2428	$\sum Y =$ 3120	$\sum X^2 =$ 164274	$\sum Y^2 =$ 270738	$\sum XY =$ 210640

Based on the table above can be seen that score Pre-Test of Experiment class the highest value is 75 and the lowest is 60. Data was taken before giving a treatment and explanation material. It shown the highest and the lowest score in Pre-Test was, Students who got 60 score was 4 students. Students who got 65 score was 9 students. Students who got 67 score was 4 students. Students who got 68 score was 4 students. Students who got 69 score was 2 students. Students who got 70 score was 10. Students who got 75 score was 3 students.

Based on the table above can be seen that score Post-Test of Experiment class the highest value is 90 and the lowest is 80. Data was taken after giving a treatment and used the Problem Based Learning by assisted *Gimkit*. It shown the highest and the lowest score in Post-Test was, Students who got 80 score was 3 students. Students who got 85 score was 17 students. Student who got 87 score was 1 student. Student who got 88 score was 1 student. Students who got 90 score was 14 students.

Based on the table above, can be seen that the score Pre-Test of Experiment class the highest value is 75 and the lowest is 60 and the data was taken before giving a treatment and explanation material. Then, the highest value is 90 and the lowest is 80. Data was taken from the result of using Problem Based Learning. After the treatment was given, it can be seen there was an increasing in student learning outcomes. The increasing from the data is the lowest score 60 increasing to 80 so the score was increased 20 score and the highest score 75 increasing to 90 so the score was increased 15 score.

Table of Pre-Test and Post-Test Control Class

No.	Initial Name	Score of Pre-Test (X)	Score of Post-Test (Y)	X^2	Y^2	XY
1	ARL	60	90	3600	8100	5400
2	AG	70	90	4900	8100	6300

3	AS	75	80	5625	6400	6000
4	AFS	70	85	4900	7225	5950
5	CA	60	90	3600	8100	5400
6	DIS	65	85	4225	7225	5525
7	DI	70	90	4900	8100	6300
8	DMS	69	90	4761	8100	6210
9	DM	68	80	4624	6400	6440
10	EE	65	85	4225	7225	5525
11	FF	70	85	4900	7225	5950
12	GAP	60	90	3600	8100	5400
13	HS	65	90	4225	8100	5850
14	IPPS	65	85	4225	7225	5525
15	KBM	65	85	4225	7225	5525
16	KY	70	90	4900	8100	6300
17	KSH	70	85	4900	7225	5950
18	MFA	70	85	4900	7225	5950
19	MFR	70	85	4900	7225	5950
20	MHS	60	85	3600	7225	5100
21	NFA	67	85	4489	7225	5695
22	NS	67	90	4489	8100	6030
23	NAA	68	85	4624	7225	5780
24	NA	65	85	4225	7225	5525
25	NAJ	65	90	4225	8100	5850
26	PS	67	85	4489	7225	5695
27	RA	68	85	4624	7225	5780
28	RAP	69	80	4761	6400	5520
29	SLL	67	85	4489	7225	5695
30	SPM	70	87	4900	7569	6090
31	SA	65	90	4225	8100	5850
32	SJ	65	90	4225	8100	5850
33	SUN	68	88	4624	7744	5984
34	TR	70	90	4900	8100	6300
35	VAH	75	85	5625	7225	6375
36	ZH	75	90	5625	8100	6750
Total		$\sum X =$ 2428	$\sum Y =$ 3120	$\sum X^2 =$ 164274	$\sum Y^2 =$ 270738	$\sum XY =$ 210640

Based on the table above can be seen that score Pre-Test of Control Class the highest value is 75 and the lowest is 60. Data was taken before giving treatment and explanation material. It shown the highest and the lowest score in Pre-Test was, Students who got 60 score was 7 students. Students who got 65 score was 13 students. Students who got 66 score was 2 students. Students who got 67 score was 5 students. Students who got 70 score was 9 students.

Based on the table above can be seen that score Post-Test of Control Class the highest value is 80 and the lowest is 70. Data was taken after giving treatment and

explanation material. It shown the highest and the lowest score in Post-Test was, Students who got 70 score was 16 students. Students who got 75 score was 12 students. Student who got 78 score was 1 student. Students who got 80 score was 7 students.

Table above, can be seen that the score Pre-Test of Control class the highest value is 80 and the lowest is 60 and the data was taken before giving a explanation material. Data was taken from the result of explanation material and the differences from the data score was the lowest score 60 increased to 70 so the score was increased 10 score and the highest score 75 increased to 80 so the score was increased 5 score.

The above can be seen there was a difference between Experimental Classes and Control Classes, because the learning outcomes of student in lower grade control. Student who learns to use problem-based learning by assisted *Gimkit* of learning (Experimental Class) got better result compared with conventionally taught classes (Control Class).

CONCLUSION

From the discussion in the previous chapter, it can be concluded that using Problem Based Learning (PBL) by assisted *Gimkit* can increase the students' interest in Writing Procedure Text. The students' interest before using Problem based learning (PBL) by assisted *Gimkit* is low. It is different from the students' interest when they are using PBL by assisted *Gimkit*. It was found when students' Post-Test was higher than the Pre-Test which proved that used of PBL by assisted *Gimkit* in learning activity contributed to students' more effective in teaching on Writing Procedure Text. To test the hypothesis, the formula of t-test and the distribution of t-table are applied the result show that t-critical must higher that t-table, the hypothesis testing is done in order to know whether is acceptable or rejected. So, this research had been successfully, H_a is accepted and it revealed that hypothesis using Problem Based Learning (PBL) assisted with *Gimkit* on students' writing procedure text is effective.

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