THE EFFECT OF PROBLEM BASED LEARNING MODEL (PBL) TO STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT

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Abstract

This study aims to investigate the impact of the Problem-Based Learning (PBL) model on students' ability to write descriptive texts. The research employed a quantitative approach and was conducted at SMA Swasta Daerah Sei Bejangkar with a focus on Grade X students. The study used an experimental design. The population consisted of all Grade X students at the school, and the sample included 19 students in the experimental group (Class X-2) and 21 students in the control group (Class X-1). The primary instrument for data collection was a writing test. The data were analyzed using the t-test formula. The results revealed that the mean score of the experimental group was 80.5, while the control group had an average score of 71.9. The t-test analysis showed that the calculated t-score ($t_o = 3.6$) was greater than the critical t-value ($t_t = 2.03$) at a 0.05 significance level. This indicates a significant difference in writing performance between the two groups. The findings suggest that the Problem-Based Learning model has a significant positive effect on students' descriptive writing skills. In conclusion, the PBL strategy is more effective than conventional teaching methods for enhancing writing skills.

Key words: Problem Based Learning Strategy, Descriptive Text, Writing Skill.

INTRODUCTION

Language and education are deeply interconnected. Language serves as the primary instrument of education. Both are important things that grow and strengthen each other. In Indonesia, there are two languages that are very important to master, namely Indonesian as an integrated language and English as an international language. English is a second language, an international language that must be recognized to keep up with increasingly advanced developments (Ekasari, 2020) . In learning English there are four skills that students must have, namely listening, speaking, writing, reading.

In Indonesia Teaching English as a Foreign Language (EFL) requires to help students improve their English language skills in all elements of language learning, including writing, reading, speaking, and listening. Based on these four skills, writing is one of the most significant in the English learning process. Writing skills enable a person to freely express significant ideas, thoughts, feelings, or thoughts.

Writing is the English skill that students find hardest to learn. Writing is a way of thinking, which makes it different from learning other skills. It can help

people understand things better (Pardosi et al., 2019). Writing is an important part of school because every lesson in elementary, middle, high, and college needs written materials. It is clear that writing is the most important skill for language learners to start with. There are a number of things teachers have done to deal with this problem in order to help students learn and improve writing skills. To help students write better, teachers need to come up with new ways to teach and use more interesting materials. Teachers can spark new hobbies and goals in their students by using teaching aids. These tools can also boost their motivation (Wulandari et al., 2023).

Given that writing is essential yet difficult to master, teachers should adopt effective teaching strategies to assist students in crafting descriptive texts more easily. According to (Ramadhania, 2020) In problem-based learning, an issue serves as a stimulus for the learner to identify the knowledge needed to comprehend and resolve the problem. The challenge appears right at the beginning of the learning process. This research employs the According to (Glean, 2022) The PBL (Problem-Based Learning) approach, when applied by teachers in the learning process, particularly in teaching writing, serves as an effective tool to help students produce texts more easily.

Based on the results of observations at SMA Swasta Daerah Sei Bejangkar the research saw that there were still students who did not like writing activities due to lack of vocabulary and sometimes confused with the grammar that had to be used, such as still confused in using simple past tense. In addition, there are several internal and external factors, such as limited learning media that are only based on teachers and textbooks, low motivation, which are factors that affect students' interest in learning, especially in students' writing skills.

Based on the elaboration above, this research is inspired to conduct research entitled " The Effect of Problrm Based Learnin Model (PBL) to Students' Writing Skill in Descriptive Text at Grade X SMA Swasta Daerah Sei Bejangkar in 2024/ 2025 academic year.

METHOD

This study is based on the quantitative description method (Kasiram, 2008: 149) in (Arifin, 2018). Quantitative research is a systematic investigation of a phenomenon through data collection that can be measured using statistical, mathematical, or computational techniques. This method involves tabulating data in the form of numbers through statistical calculations. The research described was conducted using an experimental design to assess students' writing ability in problem-based learning (PBL). This quasi-experimental study aimed to examine the impact of using the Problem-Based Learning (PBL) model in teaching students to write descriptive texts. The research followed a quantitative approach, involving a pre-test, a treatment phase, and a post-test. Participants were divided into two groups: an experimental group and a control group. The experimental group received instruction using the PBL model, while the control group was taught using

a conventional teaching method. To evaluate the effectiveness of the PBL model, the study analyzed the differences in students' performance before and after the intervention. The results were used to determine whether the PBL approach significantly improved students' descriptive writing skills compared to conventional methods. The design of this study is

Table 1 Two Groups Pre-test Post-test

Group	Pre-test	Experiment	Post-test
Experimental class	✓	X	✓
Control class	✓	Y	✓

Note:

X   : Using Problem Based Learning Model (PBL)

Y   : Using Conventional Model

The data collection process in this study follows a structured and systematic approach. The first stage involves fulfilling essential administrative requirements before beginning data collection. A critical step in this process is obtaining official permission from the principal, which ensures approval for conducting research within the school setting. This authorization is crucial for compliance with regulations and securing the school's full support. After receiving permission, the next phase involves direct classroom observations. These observations aim to analysed various aspects of the learning process and student activities, ensuring that the collected data is relevant and aligned with the research objectives. This stage is essential for gathering accurate and comprehensive data.

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 pre-test scores served as baseline data for the study.
2. Treatment
   The experimental group was taught using PBL and control group, on the other hand, was not taught using PBL. 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 results of the students' tests are presented in the table below.

Tabel 2 The Score of Pretest and Post-Test in Control Group

NO	Students' Name	Score of Pre- Test	Score of Post- Test (Y)	X2	Y2	X.Y
1	APN	60	80	3600	6400	4800
2	AMP	55	70	3025	4900	3850
3	AM	55	65	3025	4225	3575
4	AGH	60	70	3600	4900	4200
5	AR	65	75	4225	5625	4875
6	AB	60	65	3600	4225	3900
7	ASA	50	70	2500	4900	3500
8	AYN	55	75	3025	5625	4125
9	DN	55	75	3025	5625	4125
10	DP	50	70	2500	4900	3500
11	DS	45	70	2025	4900	3150
12	HSD	70	80	4900	6400	5600
13	IP	65	70	4225	4900	4550
14	IF	70	80	4900	6400	5600
15	KHR	50	70	2500	4900	3500
16	MHR	45	60	2025	3600	2700
17	MR	70	80	4900	6400	5600
18	NI	60	70	3600	4900	4200
19	NA	50	65	2500	4225	3250
20	RR	55	70	3025	4900	3850
21	SP	50	80	2500	6400	4000
	TOTAL	$\sum x$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$
		1195	**1510**	**69225**	**109250**	**86450**

From the data above, it is evident that the maximum and minimum values in the pre-test are:

1. Score 70 are 3 students.
2. Score 65 are 2 students.
3. Score 60 are 4 students.
4. Score 55 are 5 students.
5. Score 50 are 5 students.
6. Score 45 are 2 students.

From the table above, the maximum and minimum values can be observed in the post-test are

1. Score 80 are 5 students.
2. Score 75 are 3 students.
3. Score 70 are 9 students.
4. Score 65 are 3 students.
5. Score 60 are 1 students.

Based on the data above, it is evident that students' scores in the pre-test were lower than in the post-test. The average pre-test score was 56.9. However, after the students received instruction using the Problem-Based Learning (PBL) strategy, their performance improved significantly, was achieved 15% until the average score was being 71.9 in post-test.

Table 3 Score of Pre-Test and Post-Test of Experimental Group

NO	Students' Name	Score of Pre- Test (X)	Score of Post-Test (Y)	X2	Y2	X.Y
1	AD	75	90	5625	8100	6750
2	AMI	65	80	4225	6400	5200
3	AP	45	65	2025	4225	2925
4	AS	50	75	2500	5625	3750
5	AAR	65	85	4225	7225	5525
6	BS	70	85	4900	7225	5950
7	DF	65	85	4225	7225	5525
8	DCP	55	75	3025	5625	4125
9	SM	60	90	3600	8100	5400
10	DSS	50	70	2500	4900	3500
11	EH	70	85	4900	7225	5950
12	FDR	65	85	4225	7225	5525
13	IBF	80	90	6400	8100	7200
14	MS	65	85	4225	7225	5525
15	MBIS	55	65	3025	4225	3575
16	RTBP	75	85	5625	7225	6375

17	RAR	70	80	4900	6400	5600
18	SPP	65	85	4225	7225	5525
19	SR	60	70	3600	4900	4200
	TOTAL	$\sum x$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$
		1205	**1530**	**77975**	**124400**	**98125**

As shown in the table above, it can be seen that the highest and lowest values in the pre-test are :

1. Score 80 are 1 students.
2. Score 75 are 2 students.
3. Score 70 are 3 students.
4. Score 65 are 6 students.
5. Score 60 are 2 students.
6. Score 55 are 2 students.
7. Score 50 are 2 students.
8. Score 45 are 1 students.

As shown in the table above, it can be seen the highest and lowest values in the post-test are:
1. Score 90 are 3 students.
2. Score 85 are 8 students.
3. Score 80 are 2 students.
4. Score 75 are 2 students.
5. Score 70 are 2 students.
6. Score 65 are 2 students.

Based on the data above, it can be observed that students' pre-test scores were lower than their post-test scores. The average score in the pre-test was 63.4. After the implementation of the Problem-Based Learning (PBL) strategy, the average score increased by 17.1%, reaching 80.5 in the post-test.

CONCLUSION

This research used a qualitative approach and employed a cluster random sampling technique to select the sample, which consisted of students from X-2 and X-1 at SMA Swasta Daerah Sei Bejangkar for the Academic Year 2024/2025. The data was gathered through pre-tests and post-tests, using essay texts as the primary instrument. The results show a clear distinction between the scores of the experimental group and those of the control group. The experimental group, which was taught using Problem-Based Learning (PBL) in writing descriptive texts, scored higher than the control group, which was demonstrated through conventional methods.

The average post-test score of the experimental group students are 80.5, which is higher score than the control group of 71.9. This indicates that teaching descriptive text using poblem based learning model (PBL) is more effective than using a non problem based learning model. The t-test calculation shows a value of 3.6, while the t-table value at the 5% level is 2.03. Since the t-test value (3.6) exceeds the t-table value (2.03), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This indicates

that the Problem-Based Learning (PBL) model has a significant impact on students' ability to write descriptive texts.

THANK-YOUNOTE

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