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# 12. The Influence of Problem-Based Learning on the

*by Mariyatul Kiptiyah*

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## The Influence of Problem-Based Learning on the Students' Writing Skill in Hortatory Exposition Text at Eleventh Grade of SMA Saidiyah Arosbaya

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### Abstract:

Writing is one of the basic skills of the English language. It is usually considered one of the most difficulty skill than other skills of foreign language students. Even native speakers feel difficulty in showing good command of writing. In writing, the students need to acquire those first ideas to make sure what they want to write. They have to write about what they think in their mind and state it on paper by using the correct rules. In this research, researcher use problem based learning method in teaching writing. The objective of this research to investigate the influence of problem based learning on the students' writing skill in hortatory exposition text at eleventh grade of SMA Saidiyah Arosbaya. In conducting data, the researcher used quasi- experimental design. The population of this research was eleventh grade of SMA Saidiyah Arosbaya and sample were XI IPS 1 as experimental class and XI IPS 2 as control class. The result of this research based on the analysis data of Analysis of Covariance (ANCOVA) test from SPSS 17.0, the result of ANCOVA test from p-value was 0.035. It was less than the level of significant (0,05). If p-value < from the level of significant (0,05). It showed that the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected.

**Keywords:** Writing Skill, Problem-based Learning, Hortatory Exposition Text

### Introduction

Writing is one of the basic skills of the English language. It is usually considered one of the most difficult that other skills of foreign language students. Even native speakers feel difficulty in showing good command of writing" (Javed, Juan, & Nazli, 2013). In writing, the students need to acquire those first to make sure what they want to write. They have to write about what they think in their mind and state it on paper by using the correct rules. Writing courses must relate to the student's necessary. It can be seen in their

daily activity, such as when they want to write short text for example : letter, invitation, or article and others that it goes to genre of text like recount text, narrative text, analytical exposition text, hortatory exposition text and the another (Amalia & Sisbiyanto, 2016). Sometimes, most of them get difficulties to put their thought about it in their writing. They have ideas about it but they less knowledge of correct structure and usage of good sentences.

There are many methods in writing skill; one of them is problem-based learning.” Problem based learning (PBL) as an approach is diametrically different from the conventional didactic and teacher-centered method” (Leong, 2017). The approach is primarily student-centered where the student assumes the major responsibility for his or her learning. Rather than the tutor dispensing the syllabic content, the students decide and discover for them what they will learn. Problems are first given as the Starting point of their inquiry, leading to discovery of the relevant knowledge and Skills required solving or understanding the problem. Problem Based Learning takes the focus off instructor in the classroom and empowers students in the learning process who use course concepts to solve problem presented to them. (Kumar & Refai, 2017). In PBL researcher try developed a series of problem requiring students to address changing writing situation.

Based on the statement above, the researcher formulate the statement of the problem: “Do the students thought by problem-based learning have batter writing skill in hortatory exposition text at eleventh grade of SMA Saidiyah Arosbaya?”. In line with the statement of the problem, the objective of the study to investigate the influence of PBL on the students’ writing skill in hortatory exposition text at eleventh grade of SMA Saidiyah Arosbaya. Basically, the two kinds of research significance are as follows: theoretical significance, and practical significance.

Theoretical significance, this study can make a contribution to influence in teaching writing especially for improving the students’ achievement in writing skill. Practical significance, the research findings are expected to make a meaningful contribution both for teachers and students. For the teachers, the findings from the research are expected to provide a good alternative way or method for teaching students to be able to write with PBL. While, for the

student this finding from the research are expected student can write hortatory exposition text well and easily.

## Review of Literature

### 5 Writing

25 Writing is one of significant skill could be mastered by student, because it communicative act a way of sharing information, opinion or ideas to readers. (Hellen & Al Hafizh, 2014).in this way, the students need to know how to write well and effectively. Writing skill establish how someone can communicate in writing form. To able to communicate in written communication, the student needs to know how to write well so that can 6  
make good text. It is line with statement Arsyad, Nadrun, & Budi (2015) that Writing is important as speaking, listening,and reading. It mean that when we read, we take as much as possible the imformation from outside, while when we write, we present knowladge to inform he reader.

Eramona & Al Hafizh ( 2014) also said that writing in English is considered as the most 41  
important part to be learned, especially for the student have to competence in writing. Writing is also one of the hardest skill for the students in learning English, because the students has to compose the idea, have a wide insight and good opinion in giving a comment about something or phenomena. Writing becomes difficult to be done if the students have a 35  
lack of vocabulary and knowledge. Therefore, the teacher should be able to organize good learning-teaching activities and prepare good technique to help students in writing text.

### Problem-Based Learning

“Problem based learning (PBL) as an approach is diametrically different 2  
from the conventional didactic and teacher-centered method” (Leong, 2014). The approach is primarily student-centered where the student assumes the major responsibility for his or her learning. Rather than the tutor dispensing the syllabic content, the students decide and discover for them what they will learn. Problems are first given as the starting point of their inquiry, leading to

discovery of the relevant knowledge and Skills required solving or understanding the problem.

The other definition “Problem Based learning is a series of learning activities that emphasize the process of solving faced scientifically” (Muharromi & Sa'ud, 2016) problem solving that force about implementation of steps problem based learning, namely: problem identification, do brainstorming, decide solve, do try out solve, evaluation result from solve that choosen. Barrow argue (in Alrahlah, 2016) that PBL was developed in response to the problem and limitation of tradisional teaching approches. It is encouraging to learn, as students work with problems that are challenging and observed in their real life. Students realize that the learning need to solve and understand existing problems is valuable.

Based on definition above, problem based learning is a technique that apply a problem in real life as context for students to have critical thinking, skill of problem solving, and get relevant knowledge whit their life and study.

#### The Implementation of Problem Based Learning

Muller & Henning (2017) said that three are six steps of problem based learning, they are as follow:

1. Clarify unclear terms and concepts
2. Define the problem
3. Analyze the problem in a brainstorming session
4. Study on your own to find answers
5. Arrange explanations and possible solutions
6. Generate learning objectives

#### The Advantages of Problem Based Learning

Yew & Goh said that (2016) there are four advantages of problem based learning. The first advantage is development of long term knowledge retention, student that contribute in problem based learning actions can recover their abilities to remember and recall information. The second, we can use problem based learning to encounter the kind of learning needs and mode of your students. The third is PBL can help students grow ability they can



transmission to real-word scenarios. The fourth is PBL can improve team work and interpersonal skill among students.

#### Disadvantages of Problem Based Learning

Disadvantages of PBL when learner have no interest or no confidence in problem that are difficult to solve, they are reluctant to try, the success of PBL need prepare many time, and it did not use in lower class (Yew & Goh, 2016). In the other explanation from Wood (in Alrahlah,2014) said that the disadvantages of problem based learning are 1) Tutors who cannot “teach” : Tutors enjoy passing on their own knowledge and understanding so may find PBL falcitation difficult and frustrating. 2) Human Resources: More staff have to take part in the tutoring process. 3) Other resources: Large numbers of students need to access the same library and computer resources simultaneously. 4) Role models: students may be deprived access to a particular inspirational teacher who in a traditional curriculum would deliver lectures to a large group. 5) information overload: Students may be unsure about self-directed study.

#### **Hortatory Exposition Text**

Hortatory exposition text is argumentative text that the writer tries to persuade the reader to that something should or should not be done by stating some reasonable lists of arguments or fact (Wijaya & Puti, 2015). It presents arguments or reasons to support the opinion. The difference between analytical and hortatory text is the sense of its generic structure in the last part that is called as reiteration in analytical and recommendation in hortatory text. The function of both is quite different. In analytical text, reiteration intends to give emphasis based on writer’s point of view. While in hortatory text, recommendations is used to provide advice to the readers based on the arguments that already mentioned. Specifically, the hortatory texts are to argue a case against a particular point of view and giving a suggestion at the end of the argument. Some examples of hortatory text are: Editorial, letter, and letter to a politician.

Mustain, et.al (2014:116) state that hortatory text has generic structure. It must be implemented in writing about hortatory text:

### 1. Thesis / General Statement

Thesis / general statement contains an opening statement regarding the topic of discussion.

### 2. Argument

Argument “opinion” contains many advanced discussion of thesis statement in detail.

### 3. Recommendation

Recommendation / suggestion authors give advice about the topic of discussion.

In other hand, Wijaya & Puti(2015) argue that <sup>5</sup> language features of hortatory exposition text as below:

- Use mental process word/ thinking verb (e.g realize, think, feel, believe, consider, etc.)<sup>8</sup>
- Use simple present tense
- Use modal verb (e.g. we must preserve, etc)
- Use action verb (e.g. she must act, etc)
- And use temporal connective (e.g. firstly, secondly, etc).

## Method

In this article, the researcher use Quantitative research.<sup>22</sup> Quantitative research is specific in its surveying and experimentation, as it builds upon existing theories. The methodology of a quantitative research maintains the assumption<sup>10</sup> of an empiricist paradigm (Williams, 2007:81). In quantitative research, researcher predicts the answer to the research problems based on theory. This theoretical prediction is called research hypothesis. Latief (2016: 95) said that there are <sup>56</sup>me kinds of experimental design quantitative research. They are Quasi-experimental design, pre-experimental design, and true-experimental design and Factorial Design. In this article, the researcher uses Quasi- Experiment<sup>32</sup> design. That is two classes were employed in this study. One class was the experimental class which was applied with the treatment of Problem Based Learning.

Pre-test and p<sup>14</sup>t-test designs check the groups before and after the treatment is begun. By using that statement, this article used two groups which involve a group of students who belong to experimental group and



students who belong to the control group. The difference between the experimental group and student control group is the treatment. The experimental group is given treatment by using Problem Based Learning while the control one is not given the treatment. The pre-test and post-test design is a research design in which the research participant are Non-Random Sampling assign to an experimental and control group and then pre-test and post-test on the dependent variable after the control group has received the experimental treatment condition (Latief, 2016, : 96-97).

The population in this article is all students of eleventh grade in SMA Saidiyah. There are 2 classes, XI IPS1, and XI IPS2 and quantity of population of eleventh grade of IPS 1 and IPS 2 in SMA Saidiyah are 36 students. Sugiyono (2015:118) argue that a sample is only a part of the number of characteristics owned by the population. The researcher used non random sampling, the researcher used to classes namely the eleventh grade of IPS 1 and IPS 2 which consists of 18 students for each class is taken as the sample.

In this article, the researcher used contents validity. In the content validity, the coverage of the task becomes the evidence. If the task the students are required to perform covers all sample of the domain in the skill or in the knowledge to be assessed, the representativeness of the samples becomes the supporting content validity evidence. The purpose of the test was to measure the students' ability in writing hortatory text. An instrument was believed to have a content validity if its sample of items represents some appropriate universe content. The test was validated by the English lecturer of English Department STKIP PGRI Bangkalan. The result of validation found that the questions of instruments were good. It was proved by the scores of the instrument that is given by validator. Hence, the rated aspects were includes the feasibility of content, feasibility of presentation and feasibility of language. The result of the validation was all of aspects had good score, it can be concluded that the instrument test of the research is valid.

In this case, researcher use test retest reliability that refers to the stability of test scores over time and involves repeating the same test on at least one other occasion. In this article, the researcher also use Statistical Package for the Social Science (SPSS) for windows 17.0 program to find out whether test is reliable or not.

**Table 3.1 The Result of Reliability**  
**Reliability Statistics**

	Cronbach's Alpha Based on Standardized Items	N of Items
Cronbach's Alpha	.809	2

**Table 3.2 Cronbach's Alpha table**

Cronbach's alpha	Internal consistency
$\alpha = 0.9$	Excellent (High-Stakes testing)
$0.7 = \alpha < 0.9$	Good (Low-Stakes testing)
$0.6 = \alpha < 0.7$	Acceptable
$0.5 = \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Adopted from Manerikar (2015: 118)

Based on the table 3.1 could be known that the result of the calculation of Cronbach's Alpha is 0.809, while the total of N item is 2. when the result of calculation of Cronbach's Alpha is observed with Cronbach's Alpha table, it can be concluded that the test has good reliability.

The test technique used to see the result of students' achievement in learning writing in hortatory exposition text and it is as main technique collecting data. This test will apply in the experimental and control class to find out of the score of student' achievement in understanding writing in hortatory exposition text and it is as a comparative between experimental and control class. Before in treatment, researcher gave pre-test. The test gave on the two groups; the test was done on March 19<sup>th</sup>2018 at experimental class and on the March 26<sup>th</sup> 2018 at control class. Pre-test carry out for the initial

equivalence of the experimental and control groups. In pre-test students was given a test to write hortatory exposition. Researcher gave the treatment to the experimental group, while the control group receives no treatment. In conducting the treatment, researcher used Problem based learning as method in teaching writing on March 20<sup>th</sup>2018. Researcher gave Post-test to check significant difference between the two groups after the treatment given to the experimental group. The test was given to the experimental group on March 27<sup>th</sup>2018 and control group on March 29<sup>th</sup>2018. After the researcher conducts treatment, a post-test will be given to students. The post-test assigned students to write an analytical exposition text that it is similar with pretest previously.

The researcher analyzes the data of students writing skill after collecting data through pre-test and post-test. In analyzing the data, the researcher uses ANCOVA formula to find out whether there are significant differences about students writing skill before and after using Problem Based Learning (PBL). In Quasi-Experimental Research Design, it is comparing two different intact groups and Analysis of Covariance (ANCOVA) is applied to compare the post-test scores of the two groups if the two groups vary significantly before the treatment. For analyzes the data which helped by SPSS (Statistical Package for the Social Science) for Windows 17.0 program. To comparing of the two groups can be done by pre test scores or other variables that may influence the achievement.

The hypothesis of this article can be formulated as follows:

1. The alternative hypothesis (H<sub>a</sub>)  
The second-year students of SMA Saidiyah Arosbaya in academic year 2017/2018 are able in writing hortatory exposition text.
2. For statistical analysis (H<sub>o</sub>)  
The second-year students of SMA Saidiyah Arosbaya in academic year 2017/2018 are not able in writing hortatory exposition text.

## Results and Discussions

### Result

In this result of the research, the data was analyzed to answer the statement of problem. In this research, the researcher obtained the data from pre-test and post-test of the research on students' writing skill at the eleventh grade of SMA Saidiyah Arosbaya. The purpose of this research was to know

the influence of Problem based learning in the students' writing skill at eleventh grade of SMA Saidiyah Arosbaya.

In conducting data, the researcher used Quasi-Experimental Quantitative Research. The researcher used non random sampling with two classes, it mean that the researcher used the XI IPS 1 and IPS 2 classes in take group as sample. The class XI IPS1 as experimental group and XI IPS 2 as control group that each class consist of 18 students. To find out the result of pre-test and post-test score, the researcher gave writing test about hortatory exposition text.

### The Result of Pre-test Score

The researcher presented of calculation of pre-test score.

**Table 4.1 Pre-test Score  
Descriptive Statistics**

	Statistic	Sum	Mean	Std. Error	Std. Deviation
		Statistic	Statistic	Statistic	Statistic
pretest control	18	867	48.17	2.313	9.811
pretest experimental	18	873	48.50	1.710	7.254

Based on the table above, the researcher knew the result of pre-test score in teaching writing in experimental and control group. The score of experimental group was higher than score of control group. It could be known that in control group the sum of pre-test was 867, and mean of pre-test was 48.17 for the total number students were 18. The score of standard deviation was 9.811 and the score of standard error mean was 2.313. Whereas, in experimental group the sum of pre-test was 873, and mean of pre-test 48.50. The score of standard deviation was 7.254 and the score of standard error mean was 1.710.

### The Result of Treatment

The treatment was done two meeting to know their progress in writing hortatory exposition text. The first meeting was done on March 20<sup>th</sup>2018. Researcher gave student a problem about the people did not wear helmet when motorscling and problem about Littering with used problem based learning method and the researcher also explained about hortatory exposition text, purpose, and generic structure of the hortatory exposition text used problem based learning. The second treatment was held on March 26<sup>th</sup>2018. In this meeting researcher recall students about hortatory exposition text, generic structure and language feature of it. And then, the researcher gave students example of hortatory exposition text about the important of daily exercise used problem-based learning method. And then researcher ask student to practice make hortatory exposition text with topic about why you should not littering.

### The Result of Post-test Score

The researcher presented of calculation of post-test score.

Table 4.2 Post-test Score  
Descriptive Statistics

	N	Sum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	
posttest control	18	1007	55.94	2.819	11.958
posttest experimental	18	1073	59.61	1.671	7.089

Based on the table above, the researcher knew the result of post-test score in teaching writing in experimental and control group. The score of experimental group was higher than score of control group. It could be known that in control group the sum of pos-test was 1007, and mean of post-

test was 55.94 for the total number students were 18. The score of standard deviation was 11.958 and the score of standard error mean was 2.819. Whereas, in experimental group the sum of post-test was 1073, and mean of post-test 59.61 The score of standard deviation was 7.089 and the score of standard error mean was 1.671.

### Hypothesis Testing

The researcher calculated the result of this research through ANCOVA. It is a tool to find out whether there is significant differences students' writing skill before and after using problem based learning method. The result of ANCOVA discussed in this part as below:

**Table 4.3 Univariate Analysis of Variance**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2723.836 <sup>a</sup>	2	1361.918	65.862	.000
Intercept	80.772	1	80.772	3.906	.057
Pretest	2602.836	1	2602.836	125.872	.000
Group	99.679	1	99.679	4.820	.035
Error	682.386	33	20.678		
Total	123584.000	36			
Corrected Total	3406.222	35			

Based on the data analysis by using Analysis of Covariance (ANCOVA) test from SPSS 17.0, the result of ANCOVA test from p-value was 0,035. It is lower than the alpha (0,05). If p-value < alpha (0,05), It means that H<sub>a</sub> was accepted and H<sub>0</sub> was rejected. It can be concluded that the students taught by problem based learning method have better achievement on writing skill hortatory exposition text at the eleventh grade of SMA Saidiyah Arosbaya.



Therefore, it presented that there was an influence of problem based learning method on students writing skill hortatory exposition text at the eleventh grade of SMA Saidiyah Arosbaya.

## Discussion

In this part, the researcher discussed based on the result of the data showed that there was influence of problem based learning on the students' writing skill in hortatory exposition text at eleventh grade of SMA Saidiyah Arosbaya. It was suitable with the previous study that conducted by (Leong, 2017) in his journal about problem based learning (PBL) could influence on the students' writing skill and problem based learning is very good in writing. It can be concluded that using problem based learning method students study how to write hortatory exposition text more easier. The researcher used analytical scoring Adopted from Nursyafarani & Herawati (2013) to know the result.

The researcher gave some treatments in experimental group by problem based learning method before giving posttest to students. The treatment that used by researcher same with statement by Muller & Henning (2017) in chapter II. The researcher used mix language when researcher did the treatment, it means that researcher used Indonesian and English language. When researcher teaching writing in hortatory exposition text by using problem based learning method, researcher clarifies concept of students' learning and then researcher gave students an Problem related with hortatory exposition text. After that researcher analyze problem in brainstorming session. Student were asked by researcher about problem and student gave opinion of problem. Then, researcher explained the relation of problem with hortatory exposition text. After that researcher explained the definition, generic structure and language feature of hortatory exposition text.

The researcher gave post-test to class experimental group and control group after researcher giving treatment to know the influence of problem based learning on students' writing skill in hortatory exposition text at eleventh of SMA Saidiyah Arosbaya. After the treatment that was used problem based learning method. It means that there was an influence of problem based learning method on students' writing skill in hortatory

exposition text at the eleventh grade of SMA Saidiyah Arosbaya. It showed of the data that there was different from the mean of control group post-test and the mean of experimental group post-test. The mean score of control group post-test was 55.94 while the mean score of experimental group post-test was 59.61. And then, the researcher obtained the result from their scores. The result of post-test in experimental group was higher than control group. By problem based learning the students felt more understand about how to wrote hortatory exposition text.

After the researcher was done these study and designed the study as quasy-experimental quantitative research design which used Analysis of Covariance (ANCOVA) test from to collect the data and analyzed or calculated the data research by using SPSS 17.0 for windows. The result proven that the score of P-value (0.035) < 0.05 (alpha). As the criteria was if P-value < alpha (0.05) it means hypothesis ( $H_0$ ) is rejected and ( $H_a$ ) is accepted. There is a significant difference on the students score. It means that the students have better in writing skill after using problem based learning method.

## Conclusion

Based on the result and data analysis of discussion, the researcher showed that there was an influence of problem based learning method on the students writing skill at the eleventh grade of SMA Saidiyah Arosbaya. The result that there were significant differences in students writing of hortatory exposition text. The students using problem based learning have higher score in writing hortatory exposition text than those who are taught without problem based learning in teaching writing. After researcher gave two treatment in experiemntal group, researcher also conclude that problem based learning method was influence to develop students' writing skill on hortatory text. It was proved by the result of writing test. In the data, it showed that there was improvement from the mean score of pretest 55.94 and the mean of posttest 59.61. It means that there was significant difference before and after the students taught by using problem based learning (PBL) in writing hortatory text.

In analysis data researcher used Analysis of Covariance (ANCOVA) test from SPSS 17.0. the result of ANCOVA test from p-value was 0,035. It is lower than the level of significant (0,05). If p-value < from the level of significant (0,05), It means that  $H_a$  was accepted and  $H_0$  was rejected. It can be concluded that the students taught by problem based learning method had better achievement on writing skill hortatory exposition text at the eleventh grade of SMA Saidiyah Arosbaya.

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