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The Effect of Using the Problem-Based Learning Model on The Ability to Write Explanatory Texts for Grade XI Students of SMA N 3 Lengayang

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Abstract – This research was motivated by the following problems. First, students are less interested in writing, especially in writing explanatory texts because writing explanations is very boring. Second, many students do not like to write explanations because students have difficulty in determining themes and titles and difficulty determining the linguistic structure of explanatory texts. This study aims to describe the effect of using the Problem Based Learning model on the ability to write short stories for grade XI students of SMA Negeri 3 Lengayang, South Pesisir Regency. This type of research is quantitative research using experimental models. The population of this study was all grade XI students of SMA Negeri 3 Lengayang, South Pesisir Regency. The sample in this study was 25 grade XI students of SMA Negeri 3 Lengayang, South Pesisir Regency. The data in this study is the score of the ability to write explanatory text before and after using the Problem Based Learning model of grade XI students of SMA Negeri 3 Lengayang. The results of this study can be concluded as follows. First, the ability to write explanatory texts for grade XI students of SMA N 3 Lengayang before using the Problem Based Leraning learning model obtained an average score of 53.33, which is at a mastery level of 46-55% in almost sufficient qualifications (HC). Second, the skill of writing explanatory texts for grade XI students of SMA N 3 Lengayang using the Problem Based Leraning learning model obtained an average score of 82.66, which is at a mastery level of 76-85% in the Good (B) qualification. Third, based on the t-test, it was concluded that there was an influence on the use of the Problem Based Leraning learning model for grade XI students of SMA N 3 Lengayang because of the ttable > calculation (8.03 > 1.71). So, it can be concluded that there is an influence of the use of the Problem Based Leraning learning model on the writing skills of explanatory texts of grade XI students of SMA N 3 Lengayang.

Keywords – Writing, Explanatory Text, Problem Based Learning,

1. INTRODUCTION

The 2013 curriculum attaches importance to the implementation of the learning process in an interactive, inspiring, fun, and motivating students to actively participate. One of the Indonesian learning in the 2013 curriculum, students are expected to be able to produce and use texts in accordance with their goals and functions. Learning Indonesian using a text-based approach. This is so that students do not just learn language knowledge but can develop students' reasoning skills in thinking orally and in writing. The text-based approach further strengthens students in writing activities.

Writing is an activity to train thinking to be more creative and productive. Writing requires perseverance in order to develop a good essay framework. Tarigan (2015: 8), writing is a language skill used to communicate indirectly, not face-to-face with others. Writing is a productive and expressive pleasure. One of the writing lessons in high school is learning to write explanatory texts in the 2013 curriculum for the high school / vocational level in core competencies (KI) 4. Processing, reasoning, and presenting in concrete domains and. The abstract realm is related to the development of what he learns in school independently, acts effectively and creatively, and can use methods according to scientific principles. Basic Competency (KD) 4.4. Producing explanatory texts orally or in writing with attention to structure and language. Based on these basic competencies, students are required to be able to write explanatory texts by paying attention to the structure and rules of the language. Mulyadi et al. (2016: 239), the text states that explanatory text is a text that tells the procedure or process of something happening. From the text, we can get an idea of the background of the occurrence of something clearly and logically. Priyatni (2014: 82), also added that explanatory texts are texts that contain explanations of processes related to natural, social, scientific, cultural, and other phenomena. An explanatory text stems from the question of why and how a phenomenon occurs.

Based on the results of an interview conducted with one of the class XI Indonesian teachers of SMA N 3 Lengayang, namely Dra. Rindang Melati, on June 14, 2021. There are several obstacles encountered by teachers in learning explanatory texts, which are as follows: First, students do not like learning to write explanatory texts, because students prefer learning to listen or listen. Second, students have difficulty in developing the main idea or main sentence as a result of which students tend to cheat when given the task of writing explanatory texts. Third, students do not know what the benefits of learning to write explanatory texts are so that there is a lack of student motivation in writing explanatory texts. In addition, interviews were also conducted with several class XI students of SMA N 3 Lengayang. The problems encountered by students are as follows: First, the lack of interest of students in writing explanatory texts, because writing explanatory texts requires concentration students find it difficult to concentrate. Second, students have not been able to write explanatory texts, especially writing titles or themes of explanatory texts because it is difficult to get an idea. Third, students do not understand the structure and language of the explanatory text, this is due to the lack of vocabulary possessed. Fourth, students do not like to write, students prefer learning to read and listen to learning, because for students learning to write requires energy and thought.

Based on the problems from the interview above, it is necessary to solve the problem, namely the teacher needs to apply the appropriate model to write explanatory texts. One model that can be used to overcome these problems is to use the Problem Based Learning learning model. According to Trianto, (2010) said that Problem Based Learning is a type of learning is the learning process presented a contextual problem that encourages students to think and be skilled in solving a problem.

Problem-based learning is learning characterized by problems. The problems presented are problems that have a context with the real world, because the closer to the real world, the better the effect will be on improving student proficiency. From this given problem, students work together in small groups, trying to solve problems with the knowledge they have, as well as looking for new information that is relevant for the solution (Amir, 2009). By presenting a problem, it can help students better learn. This is what distinguishes Problem Based Learning from traditional learning methods. Problem Based Learning is a learning model that involves students and teachers together to solve related problems about the subject matter presented. . Students learn the material and must be skilled in overcoming problems involved in various situations such as in real life, while the teacher's role is to present various problems, ask questions, and support student learning. Through the application of the Problem Based Learning model, we can train and develop students' ability to solve problems that identify phenomena in the auntentic problems of students' actual lives.

The application of this model is considered suitable for use in learning explanatory texts, because exploratory texts are texts that have problems with the occurrence of a phenomenon that occurs due to what and why elements. Therefore, through the application of this model, students are expected to be able to find problems with phenomena that occur in the environment around students, so that students can find solutions to these problems because it can be seen from the symptoms, they find in the environment around them.   The objectives of this study are as follows: First, to describe the ability to write explanatory texts before using the Problem Based Learning model on the ability to write explanatory texts for grade XI students of SMA N 3 Lengayang. Second, to describe the ability to write explanatory texts after using the Problem Based Learning model on the ability to write explanatory texts for grade XI students of SMA N 3 Lengayang. Third, to describe the effect of using the Problem Based Learning model on the ability to write explanatory texts for gra This research is useful for the following parties: First, for grade XI students of SMA N 3 Lengayang to understand the explanatory text. Second, for teachers of Indonesian field of study, especially grade XI teachers of SMA N 3 Lengayang as a guide in using the Problem Based Learning learning model in improving student learning outcomes. Third, for other researchers as reference material for research related to this issue. Fourth, for researchers themselves is as material for academic studies and as a benchmark for further research.

2. METHODOLOGY

This type of research is quantitative research. According to Sugiyono (2014: 23), quantitative research is research conducted to examine certain populations or samples. Data collection using research instruments.de XI students of SMA N 3 Lengayang. This research method is experimental research. Experimental research is a research method used to look

for the effect of certain treatments on others under controlled conditions. It is said to be experimental research because there is treatment. The design used in this study is one group postest pretets design. The population in this study is all grade XI students of SMA N 3 Lengayang who are enrolled in the 2022/2023 school year..The sampling selection is carried out by proportional sampling. So, the sample in this study amounted to 25 people.

The instruments used in this study are tests, types of performance tests. The test was conducted once in each class, namely assessing the skills of writing explanatory texts before and after using the Problem Based Learning model. Data collection in this study was carried out three times, namely the initial test, treatment, and final test. After the data is collected, it is continued with data analysis techniques starting from scoring, assessing and concluding the results of the research that has been done.

3. RESULTS

The data that will be described in this section are the results of the explanatory text writing skills test before and using the Problem Based Learning learning model in grade XI SMA N 3 Lengayang. This test uses the Pretets class and the Postets class to write explanatory texts The test in the Pretets class was carried out on August 15, 2022, while the test in the Postets class was on August 16, 2022. In describing the data, there are two discussions. What will be described is a description of the score of writing explanatory text before and after using the Problem Based Learning learning model in grade XI SMA N 3 Lengayang as follows.

Skills to Write Explanatory Text Before Using the Problem Based Learning Model for Class XI Students of SMA N 3 Lengayang in General

The results showed that the value of explanatory text writing skills before using the Problem Based Learning model in the Pretets class of grade XI students of SMA N 3 Lengayang can be seen in the following table.

Table 1. Frequency Distribution of Explanatory Text Writing Skills Before Using the Problem Based Learning Learning Model for Class XI Students of SMA N 3 Lengayang

NO	X	F	FX
1	33,33	2	66,66
2	40	4	160
3	46,67	5	233,35
4	53,33	4	213,32
5	60	4	240
6	66,67	5	333,35
7	86,67	1	86,67
			1333,35

Based on the data above, an average count of 53.33 was obtained. So it was concluded that the level of mastery of explanatory text writing skills before using Problem Based Learning learning for grade XI students of SMA N 3 Lengayang was at a mastery level of 56-65% qualified enough.

Skills in Writing Explanatory Text After Using the Problem Based Learning Learning Model for Class XI Students of SMA N 3 Lengayang

The results showed that the value of explanatory text writing skills using the Problem Based Learning model in the Postets class of grade XI students of SMA N 3 Lengayang can be seen in the following table**.**

Table 2. Frequency Distribution of Explanatory Text Writing Skills After Using the Problem Based Learning Learning Model for Class XI Students of SMA N 3 Lengayang

NO	X	F	FX
1	60	2	120
2	66,67	3	200,01
3	73,33	2	146,66
4	80	3	240
5	86,67	8	693,36
6	93,33	5	466,65
7	100	2	200
			2066,68

Based on the data above, a calculated average (M) of 82.66 was obtained. So it was concluded that the level of mastery of explanatory text writing skills using Problem Based Learning for grade XI students of SMA N 3 Lengayang was at a mastery level of 76-85% with good qualifications.

Improving the Skill of Writing Explanatory Text After Using the Problem Based Learning Learning Model for Class XI Students of SMA N 3 Lengayang

The results of data analysis in this study showed in general that the average skill of writing explanatory texts of grade XI students of SMA N 3 Lengayang after using the Problem Based Learning learning model obtained an average of 82.66, while the average skill of writing explanatory texts of grade XI students of SMA N 3 Lengayang before using the Problem Based Learning learning model obtained an average of 53.33. But significantly. The use of the Problem Based learning model is better used in the skills of writing explanatory texts written by students. The Problem Based Leraning learning model carried out can improve students' writing learning skills.

This explains if students' writing skills need to be further improved. Writing activities are one of the mandatory activities that must be mastered by isswa. Dalman (2014: 3) explained that writing is a communication activity in the form of delivering written messages (information) to other parties using written language as a tool or medium. In its application,

writing activities are inseparable from the teaching and learning process that students undergo while studying at school. To produce better writing, it is necessary to make a hard effort by the teacher. One of the writing activities that can improve students' abilities is to write exploratory texts. According to Priyatni (2014: 82) texts that contain explanations of processes related to natural, social, scientific, cultural, and other phenomena are called explanatory texts. An explanatory text comes from the author's questions related to 'why' and 'how' a phenomenon occurs. In order to improve students' skills in writing, it is necessary to do a creative method or lesson model. One model that can be applied is to use the Problem Based Leraning learning model.

Through the application of this model, students learn more actively because this model is a problem-based model, so they are actively involved in solving problems in the subject matter. In line with Widiaswono's opinion (2018: 140), problem-based learning is also called problem-based learning. This problem-based learning is a learning process that exposes learners to a problem before starting the learning process. Students are faced with a real problem that spurs them to research, decipher, and find solutions. This problem-based learning is closely related to the real-life reality of learners so that learners learn not only the area of knowledge, but also the learners feel and experience. Therefore, from the results of the t-test, it is concluded that the alternative hypothesis (H1) is accepted at a significant level of 95% and dk = n1-1 because tcalculate > ttable (8.03 > 1.71). In other words, there is an influence on the use of the Problem Based Leraning learning model on the writing skills of explanatory texts of grade XI students of SMA N 3 Lengayang

4. CONCLUSION

Based on the results of data analysis and discussion in Chapter IV, the following three things can be concluded. First, the ability to write fantasy texts for grade XI students of SMA N 3 Lengayang before using the Problem Based Leraning learning model obtained an average score of 53.33, which is at a mastery level of 46-55% in the almost Sufficient (HC) qualification. Second, the skill of writing fantasy texts for grade XI students of SMA N 3 Lengayang using the Problem Based Leraning learning model obtained an average score of 82.66, which is at a mastery level of 76-85% in the Good (B) qualification.

Third, based on the t-test, it was concluded that there was an influence on the use of the Problem Based Leraning learning model for grade XI students of SMA N 3 Lengayang because of the ttable > calculation (8.03 > 1.71). So, it can be concluded that there is an influence of the use of the Problem Based Leraning learning model on the fantasy text writing skills of grade XI students of SMA N 3 Lengayang. So, it can be concluded that the use of the Problem Based Learning model affects the ability to write explanatory texts for grade XI students of SMA N 3 Lengayang.

DECLARATIONS

Conflicts of Interest The author declared no potential conflicts of interest.

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