

LEARNING TO WRITE EXPOSITION TEXT ONLINE USING PROBLEM BASED LEARNING MODEL

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Abstract: Writing exposition text is one of the language skills that students must master at the high school level. Nevertheless, the results of exposition text writing skills are not optimal. Therefore, a learning model that can improve students' writing skills is needed. The purpose of this research is to find out the improvement of skills and learning process of writing exposition text online in class X MIPA 1 SMA N 6 Purworejo through the use of problem-based learning model. This research is a class action research which was conducted in two cycles. The subjects of this research consisted of students of class X MIPA 1 and Indonesian language teachers of SMA N 6 Purworejo. The data sources used include: learning events, informants, and documents. Data collection techniques were observation, interview, test, and document analysis. The data validity test used triangulation techniques of methods and data sources. Data analysis techniques using comparative descriptive techniques and critical analysis. The results of this study can be concluded that the use of problem-based learning model can improve the skills and learning process of writing exposition text online.

Keywords: online learning, language skills, writing exposition text, PBL model.

INTRODUCTION

Writing skills are one of the most important language skills in the digital era. As a productive skill, it is the key to success in many fields. Through writing skills, it can help a person to build a professional self-image and build a strong professional brand. On the other hand, writing also serves as a means to develop a critical and analytical attitude that is very important in the era of technological openness. Writing activities can also increase productivity in the delivery of knowledge and knowledge (Rizkiana et al., 2018).

Writing can be defined as an activity of expressing thoughts, ideas, and feelings expressed in written form. Writing is a thought process in putting ideas and ideas on paper to transform thoughts into words and give them a coherent structure and organisation (Brown; 2001). Hosseini, Chalak, Biria, (2019) define writing as an activity that allows us to analyse and develop what we know and promote meta-cognition. According to Simon (2012), writing is not only a tool to communicate with oneself but also a form of enquiry.

Writing is a very complex activity because it is not only conveying ideas into a writing, but also how the text that has been written can be understood well by the reader (Westwood, 2008). According to Tarigan (2008), this skill requires the ability to present graphology, language structure, and words so that the writer's intention can be well understood by the reader (Tarigan, 2008), so that the same intention is conveyed.

Research shows that one in every five students in their first year of university needs remedial writing classes and more than half of freshmen cannot write error-free papers (Manson, 2006). This shows that writing skills are difficult to master, not only among students but also students.

In learning to write expository texts, there are several factors that cause students to get suboptimal results. These factors include: students' lack of understanding of exposition text, students' low ability to formulate ideas and ideas in effective sentences, students' low understanding of grammar rules, students' lack of ability to develop reasoning and language skills, and students' low participation in learning activities. This is what makes their creativity process hampered and results in the lack of students' ability to produce creative works.

The results of field observations of learning to write exposition texts online in high schools found that teachers' skills in utilising learning models that are suitable for the pandemic era are still lacking. Most teachers still use conventional learning models, by sharing materials through whatsapp groups. After that, students are assigned to read it, then a brief question and answer session is held. Then, the students are assigned to create an exposition text. When the question and answer session was opened, most students were silent by not writing responses on the device screen.

The teacher's lack of skills in utilising learning models that are suitable for the pandemic era has caused several problems, namely: students' attention becomes less awake; learning is less in accordance with students' needs; students' confidence is lacking in participating in Indonesian language learning; learning is less interesting and fun; and students are not satisfied with Indonesian language learning (Keller, 1987).

Based on this, it is necessary to apply a learning model that can help improve students' skills and active participation in writing exposition texts. One of the efforts that can be done is by using problem-based learning model. The problem raised in this study is how the utilisation of problem-based learning model in improving the skills and learning process of writing exposition texts of students at SMA N 6 Purworejo.

RESEARCH METHOD

This research was conducted in class X MIPA 1 SMA N 6 Purworejo. This research is a class action research which was conducted for two cycles. Data sources in this study include: events, informants, and documents. Data collection techniques used: observation, interviews, tests, and document analysis. The data validity test used triangulation techniques of methods and data sources. Data analysis techniques in this study used comparative descriptive techniques and critical analysis.

RESULT AND DISCUSSION

After learning to write exposition text online using the problem-based learning model, the following research results were obtained:

1.1 Improvement of Expository Text Skills by Using Problem Based Learning Model

The utilisation of problem-based learning model in learning to write exposition text online provides a significant increase in results. Students' exposition text writing skills improved after improvement efforts were made through the application of the problem-based learning model which was carried out for two cycles. The increase in the value of students' exposition text writing skills is based on the content, content organisation, language development, vocabulary, and mechanics in the exposition text writing made. The results of the initial survey of students' exposition text writing at the pre-cycle stage showed that only 20 students (55.56%) scored ≥ 75 , while the other 16 students (44.44%) only scored below the minimum completeness limit (KKM). The average score students in the baseline survey was 69.70. The highest student score was 76, while the lowest score was 57 achieved by 1 student.

Based on the results of the initial survey, the researcher then held a discussion with the Indonesian language teacher to take the next action to improve the students' exposition text writing skills. In accordance with the results of the discussion, it was agreed to use the problem-based learning model as an effort to improve students' exposition text writing skills. After applying the problem-based learning model in cycle I, the percentage of students whose scores reached the minimum completeness criteria limit increased to 69.44% (25 people). Meanwhile, the percentage of students whose scores were still below the minimum completeness criteria was 30.56% (11 people). The average score of students increased to 75.58. The highest student score was 82, while the lowest score was 63 obtained by 1 student.

Referring to the results of exposition text writing that students have made, many of the students have not been able to formulate ideas or ideas in the form of good exposition text writing. The formulation of the thesis is not in accordance with the topic developed. Coherent and coherence aspects of exposition text writing are still lacking. The sentence structure is not effective. Word utilisation is still limited. The use of spelling and grammar is not appropriate. Improvement efforts that need to be made, among others: students need to be given a re-understanding of the concept of expository text, given a re-understanding of Indonesian writing and spelling in accordance with the General Guidelines for Indonesian Spelling, and teachers should provide explanations about the assessment criteria in writing expository texts so that students understand what things must be considered in writing expository texts so that the scores they get are maximum. From the results of the discussions that have been carried out, researchers and teachers agree to make improvement efforts in the next cycle.

In cycle two, the percentage of student scores that increased was 94.44% (34 people). The remaining 5.56% (2 people) still scored below the minimum completeness criteria. The average score achieved by students in cycle two was 82, 89. The highest student score was 88. The lowest score was 73.

In addition, there was an increase in the percentage of improvement in students' exposition text writing skills from cycle one to cycle two by 25%.

After the implementation of the action using the problem-based learning model in cycle two, students' ability to formulate ideas and ideas is much better. The use of data or supporting facts is more relevant to the topic developed, students are more skilled in using effective sentences, students are more skilled in using good and correct grammar. There are very few errors in capitalisation and spelling. The resulting exposition text is much better when compared to the previous cycle.

1.2 The Learning Process Quality of Writing Expository Text with Problem Based Learning Model

In the initial survey, before cycle I and cycle II, students' involvement in learning was still lacking. In conducting learning activities, teachers have not used innovative learning models. In learning, the teacher only uses the lecture model from the beginning to the end of learning. This causes students to be less actively involved in the learning process.

The utilisation of problem-based learning model in learning to write exposition text online succeeded in increasing students' activeness in the learning process. In cycle I, the number of students who were active during the writing learning process was 24 students (66.67%), while students who were less active were 12 students (33.33%). Based on the observations made in cycle I, it can be seen that most students have not shown activeness and seriousness in participating in the learning process. Students' courage to present the results of group discussions is also still lacking. Students still lack confidence in conveying the results of their expository text writing. Student interaction in the group is not very visible. The learning steps delivered by the teacher cannot be understood well by students.

Improvement efforts that need to be made in the implementation of cycle I, including: teachers need to be more assertive in reprimanding students who are less active in participating in learning, teachers must be able to arouse enthusiasm and also instil students' confidence to be active in learning, the need to give praise or reward for students who are active in learning, teachers must build two-way communication so that learning activities run more actively, teachers need to increase a full understanding of the steps of learning to write exposition texts.

Student activeness in cycle II has increased. The number of students who were active during the implementation of cycle II was 34 students (94.44%). While those who are still less active are 1 person (5.56%). Student activeness has increased by 27.77%. Students look enthusiastic in participating in the learning process, students' readiness in participating in the learning process increases, students are more responsible for the tasks and obligations given by the teacher, students are able to work together in group discussions, and the seriousness of students in participating in the learning process is increasing.

CONCLUSIONS

Based on the results of the research that has been conducted, it can be concluded that the use of problem-based learning models can improve the skills and learning process of writing expository texts. The improvement of students' exposition text writing skills can be seen from the increase in the percentage of students' exposition text writing scores in each cycle. In cycle I the percentage of success increased by 13.89% (5 students), while in cycle II the percentage of student success increased by 25% (9 students). This percentage is calculated from the number of students who have reached the KKM score of 75.

The use of the problem-based learning model can also improve the quality of the learning process of writing student exposition texts. This is evidenced by the increase in student activeness in cycle I of 66, 67% in cycle II increased to 94.84%.

The suggestions that can be given include the following: Teachers should improve their skills in using innovative learning models to support the success of the learning process; teachers need to increase knowledge and understanding of innovative learning models that can be used to facilitate the learning process; students are expected to play an active role and be serious in participating in learning; students should utilise all their potential to support their learning achievements; and students should diligently practice writing in order to produce quality writing.

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