

The Effect of Problem Based Learning Model on Students Writing Observation Texts Ability at Grade VII-1 of SMP Negeri 15 Ambon, Indonesia



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ABSTRACT: This study aims to improve the observation texts writing ability of grade VII-1 students at SMP Negeri 15 Ambon using the problem-based learning model. The research data form observation texts writing ability test results in each cycle. The research subjects were students of seven grade students at SMP Negeri 14 Negeri 15 Ambon totaling 20 students. The final score of each student is obtained from the acquisition score divided by the total score then multiplied by the ideal score (100). The final score is then converted according to the specified criteria. The results showed that there was an increase in observation texts writing ability of grade VII-1 students at SMP Negeri 15 Ambon using the PBL learning model. This can be seen from the number of students who achieved the minimum completeness criteria (in Indonesia = KKM) in the first cycle namely 7 students (35%) to 15 students (75%) in the second cycle.

KEYWORDS: CAR, completeness, learnig outcomes, observation texts, problem-based learning

I. INTRODUCTION

Education is rooted in the nation's culture to build the present and future life of the nation. This view makes the education curriculum in Indonesia developed based on the nation's diverse culture, directed to build present life, and to build the foundation for a better nation's life in the future. This implies that the curriculum is an educational plan to prepare the life of the nation's young generation.

The curriculum is continuously refined to improve the quality of education and is oriented towards the advancement of the national education system, it seems that it has not been realized optimally (Yuliawati, 2012). One of the problems faced in the world of education in Indonesia is the weak learning process.

The education curriculum in Indonesia (K13) learning Indonesian is structured on a text basis. This means that students are required to be able to produce a text through writing skills. Curriculum development (K13) determines a paradigm shift in learning that not only causes changes in concepts, but also methods, commitments, and learning approach strategies. This means that each student is trained to produce a text, one of which is an observational text based on observations.

The learning process carried out by many educators currently tends to achieve the target curriculum material, more concerned with memorizing concepts rather than understanding (Solissa, 2022). This can be seen from the learning activities in the classroom which are always dominated by the teacher. In delivering material, the teacher usually uses the lecture method, students just sit, take notes, and listen to what is conveyed and there are few opportunities for students to ask questions. Thus, the learning atmosphere is not conducive so that students become passive.

Writing skill is a person's skill to express ideas in writing. Students' writing skills can be trained with various subject matter related to writing such as making short stories, composing various kinds of texts, making summaries, and so on (Solissa, 2021; Wicaksono, 2014).

In learning Indonesian language at SMP Negeri 15 Ambon, it was found that many students were unable to write observation texts. This can be seen in the achievement of KKM on writing competency standards, namely that only 7 students out of 20 students achieved completeness. Mastery learning is only 35% with an average score of 5.9 with the highest score is 9.

That is the background of this research which utilizes problem based learning (PBL) model as an effort to improve the ability to write observation texts of grade VII-1 students at SMP Negeri 15 Ambon for the 2022-2023 academic year. PBL model was chosen because it makes it easier for students to develop ideas by pouring the right words.

II. LITERATURE REVIEW

1. Definition of Writing

According to Wicaksono (2014) writing is a productive and expressive activity. Writers must be skilled at utilizing language structures and vocabulary. This writing skill does not come automatically, but must go through a lot of continuous. Dalman (2012) said that writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium. Writing activities involve several elements, namely the author as the delivery of this message, the content of the writing, the channel or media and the conversation.

Writing is a creative process of expressing ideas in the form of written language for purposes, such as informing, convincing, or entertaining. The results of this creative process are usually referred to as essays or writings. The two terms refer to the same result even though they have different meanings. In writing activities, the process of delivering written information is the result of creative writing by using creative thinking (Dalman, 2012; Solissa & Parinussa, 2022; Wicaksono, 2014).

Understanding writing in a simple sense can be interpreted the same as composing, namely scribbling with writing tools on a sheet of paper or the like. Writing activities do not necessarily produce writings or essays that are regular and contain a unified idea or goal to be achieved. While in the real sense writing is one type of language skill that is owned and used by humans as an indirect communication tool between them (Heriyudananta, 2021).

Writing is lowering or painting graphic symbols that describe a language that is understood by someone, so that other people can read the graphic symbols if they understand the language and graphic descriptions (Mardika, 2019; Putra et al., 2019). Pictures or paintings may convey meanings, but do not represent the units of language expression. This is the main difference between painting and writing, between painting and writing. Painting pictures is not writing.

Another definition of writing is put forward by Ishak (2020), who argues that writing is the ability to use language patterns in writing to express an idea/message. A person's ability to write is determined by the accuracy in using language elements, the organization of discourse in essay form, the accuracy in using language, and the choice of words used to write.

2. Problem Based Learning Model

According to Tan (Rusman, 2020) problem based learning (PBL) is an innovation in learning because in PBL students' thinking abilities are truly optimized through a systematic work process, so that students can empower, hone, test, and develop their thinking skills continuous. Trianto (2011) said that PBL is a learning model that uses problems as the first step in gathering and integrating new knowledge. Students are given problems at the beginning of the implementation of learning by the teacher, then during the implementation of learning students solve them which finally integrates knowledge into text form. PBL provides a deeper understanding in terms of theory and practice.

Moffit (Rusman, 2020) argues that PBL is a learning approach that uses real-world problems as a context for students to learn critical thinking and problem-solving skills as well as to acquire knowledge and concepts that are essential to the subject matter.

According to Rusman (2020) the characteristics of the PBL learning model are as follows:

- a) Problems become a starting point in learning
- b) The problems raised are problems that exist in the real world
- c) Problems, challenging students' knowledge, attitudes, and competencies which then require identification of learning needs and new areas of learning.
- d) Learning self-direction is the main thing
- e) Development of inquiry and problem solving abilities is as important as mastering the content of knowledge to find solutions to a problem.
- f) The openness of the process in PBL includes the synthesis and integration of a learning process; and
- g) PBL involves evaluating and reviewing students' experiences and learning processes.

The PBL learning model relates to the use of intelligence from within individuals who are in an environment to solve meaningful, relevant and contextual problems (Budiarti & Airlanda, 2019; Nafiah & Suyanto, 2014; Soraya et al., 2018).

According to Barrett (Rusman, 2020; Trianto, 2011) the steps for implementing PBL learning are as follows:

1. Students are given problems by the teacher (or problems are revealed from student experience). The first activity carried out in this model is to explain the learning objectives to be achieved by the teacher, then an explanation regarding the logistics needed, posing a problem that must be solved by students, motivating students to be directly involved in carrying out problem solving activities.
2. Students carry out discussions in small groups and do the following:
 - a) Clarifying the problem cases given
 - b) Defining the problem
 - c) Exchange ideas based on the knowledge they have

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- d) Determine the things needed to solve the problem
- e) Define the things to do to solve the problem
3. Students carry out independent studies related to problems that must be resolved. They can do this by looking for sources in libraries, the internet, personal sources or making observations.
4. Students return to their original PBL group to exchange information, learn with peers, and work together to solve problems.
5. Students present the solutions they found.
6. Students are assisted by teachers to carry out evaluations related to all learning activities. This includes the extent to which knowledge has been acquired by students, as well as what is the role of each student in the group.

III. METHOD

This research is a classroom action research (CAR) with the aim of improving the ability to write observation texts in grade VII-1 at SMP Negeri 15 Ambon. This research was conducted to correct deficiencies that occurred in the class studied (Aqib, 2006; Arikunto, 2010; Nafiah & Suyanto, 2014; Trianto, 2011)

In this study, researchers collaborated with teachers in solving the problems faced. This implies that PTK can be done by collaborating with other people for a common goal (Susilo, 2007).

The subjects of this study were 20 students of grade VII-1 at SMP Negeri 15 Ambon. The research data is in the form of observation data, interviews, questionnaires and tests. Students' final grades were analyzed using the following formula.

$$Final\ Score = \frac{Earned\ Score}{Total\ Score} \times 100$$

(BNSP, 2007)

- earned score : the total number of scores obtained by students
- total skor : 3 x 3 = 9
- ideal score : 100

To assess students' observation texts writing ability, an assessment rubric is used as shown in table 1.

Table 1. Writing Observation Texts Ability Rubric

Indicators	Levels	Score
structure	Very Good	3
	Good	2
	Fair	1
content	Very Good	3
	Good	2
	Fair	1
language rule	Very Good	3
	Good	2
	Fair	1

(Nurgiantoro, 2018)

III. RESULT

1. LEARNING CYCLE I

The results of the assessment of the observation texts writing ability of grade VII-1 students at SMP Negeri 15 Ambon in the first cycle of learning are presented in table 2.

Table 2. Writing Observation Texts Ability Assessment Results of Grade VII-1 Students at SMP Negeri 15 Ambon Cycle 1

No. Subject	Indicators			Score	Final Score	Description
	1	2	3			
S1	3	2	2	7	77	Complete
S2	1	1	2	4	44	-
S3	2	2	2	6	66	-

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S4	2	2	3	7	77	Complete
S5	1	2	2	5	55	-
S6	3	2	2	7	77	Complete
S7	2	1	2	5	55	-
S8	2	2	3	7	77	Complete
S9	2	2	1	5	55	-
S10	2	2	3	7	77	Complete
S11	1	2	2	5	55	-
S12	1	1	2	4	44	-
S13	2	1	2	5	55	-
S14	2	1	2	5	55	-
S15	3	2	2	7	77	Complete
S16	2	2	3	7	77	Complete
S17	1	1	2	4	44	-
S18	2	1	2	5	55	-
S19	2	2	2	6	66	-
S20	1	3	2	6	66	-
average				5.9	64.9	
%						35%

1 = structure, 2 = content, 3 = language rule

Table 2 shows that 13 students (65%) have not reached the KKM, while 7 students (35%) have achieved the KKM. This means that there are still many students who have not finished. So, this research was continued in cycle II because completeness was still below the standard set by the researcher, namely at least 75% of all students.

The observation texts writing ability of grade VII-1 students at SMP Negeri 15 Ambon in cycle 1 can be seen in the following figure 1.

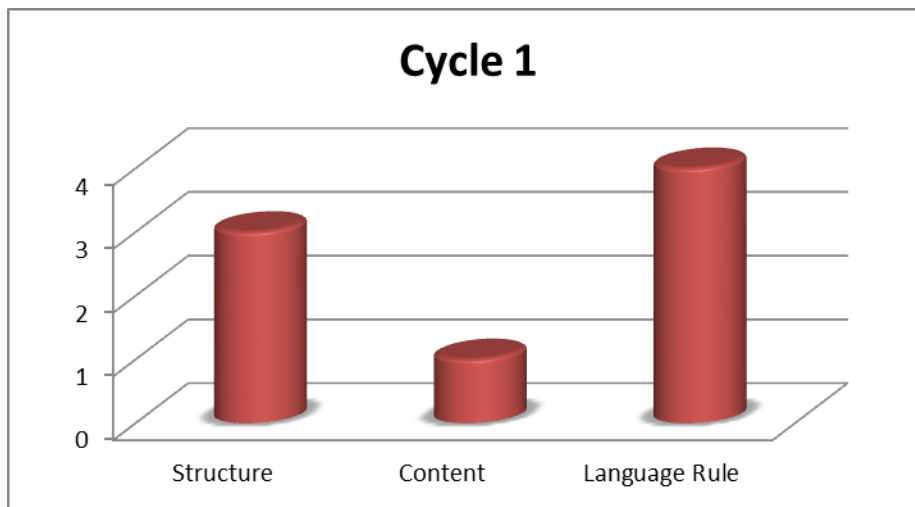


Fig 1. The Observation Texts Writing Ability of Grade VII-1 Students at SMP Negeri 15 Ambon

Based on table 2, it is known that the difficulties faced by students in observation texts writing ability are as in figure 2.

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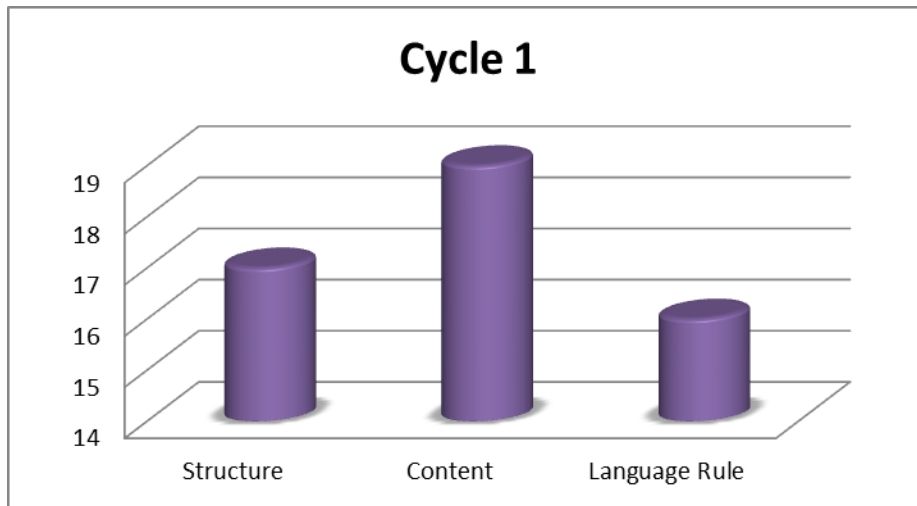


Fig 2. The Difficulties Faced by Students in Observation Texts Writing Ability

Figure 2 shows that the aspects that have not been achieved by students are structure (17 students), content (19 students), and language rule (16 students).

1. Learning Cycle II

The results of the assessment of observation texts writing ability of grade VII-1 students at SMP Negeri 15 Ambon in the second cycle of learning are presented in table 4.

Table 3. Writing Observation Texts Ability Assessment Results of grade VII-1 Students at SMP Negeri 15 Ambon Cycle II

No. Subject	Indicators			Score	Final Score	Description
	1	2	3			
S1	3	2	3	8	88	Complete
S2	2	2	2	6	66	-
S3	3	2	2	7	77	Complete
S4	3	2	3	8	88	Complete
S5	2	2	3	7	77	Complete
S6	3	2	3	8	88	Complete
S7	2	2	2	6	66	-
S8	2	2	3	7	77	Complete
S9	2	3	2	7	77	Complete
S10	3	2	3	8	88	Complete
S11	2	2	2	6	66	-
S12	2	2	3	7	77	Complete
S13	3	2	2	7	77	Complete
S14	2	2	2	6	66	-
S15	3	2	3	8	88	Complete
S16	3	2	3	8	88	Complete
S17	2	1	2	5	55	-
S18	2	2	3	7	77	Complete
S19	3	2	2	7	77	Complete
S20	2	3	2	7	77	Complete
average				7	72.6	
%						75%

1 = Structure, 2 = content, 3 = language rule

Table 3 shows that there are 5 students who have not reached the KKM (25%), while those who have reached the KKM are 15 students (75%). This means that there is a very significant change, namely students who have not achieved the KKM decreased

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from 65% to 25%, while students who achieved the KKM experienced an increase from 35% to 75%. So, it can be said that the use of PBL model can improve students' observation texts writing ability. Thus, this study was ended because classical completeness had exceeded the specified standard, namely 75%.

The observation texts writing ability of of grade VII-1 students at SMP Negeri 15 Ambon in cycle 2 can be seen in the following figure 3.

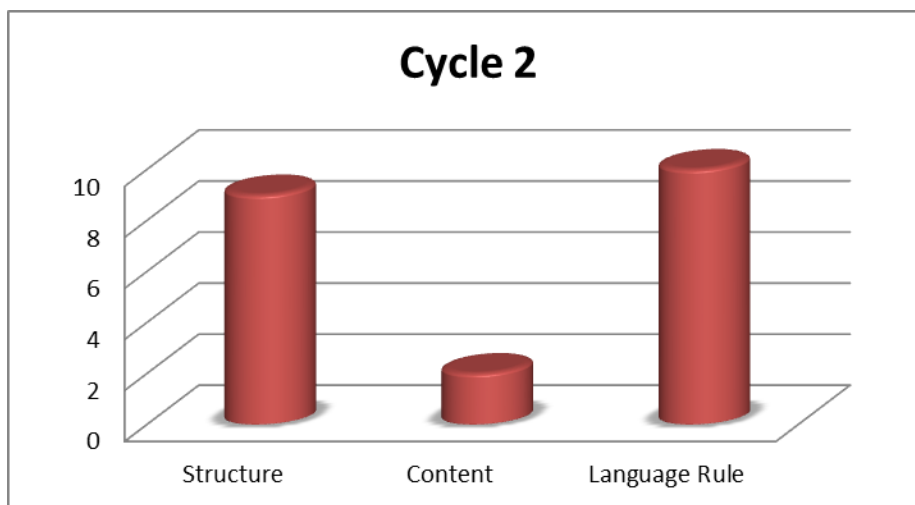


Fig 3. The Observation Texts Writing Ability of Grade VII-1 Students at SMP Negeri 15 Ambon

Based on table 3, it is known that the difficulties faced by students in observation texts writing are as shown in the following figure 4.

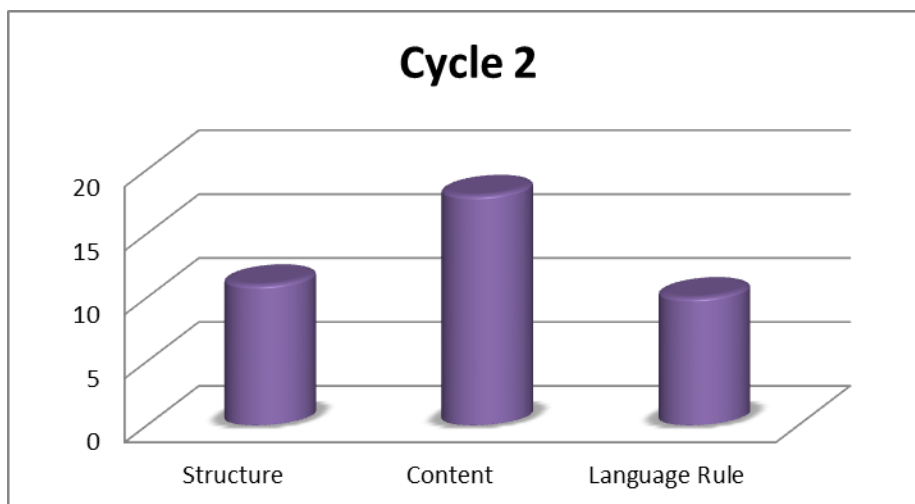


Fig 4. The Difficulties Faced by Students in Observation Texts Writing

Figure 4 shows that the aspects that have not been achieved by students are structure aspect (11 students), content aspect (18 students), and language rule aspect (10 students). This shows that there is a decrease in student difficulty for each aspect from cycle I to cycle II, namely the structure aspect of 17 students to 11 students (a decrease of 35.29%), content aspects of 19 students to 18 students (a decrease of 5.26%), and language rule aspect of 18 students became 10 students (a decrease of 44.44).

The improvement of observation texts writing ability of grade VII-1 students at SMP Negeri 15 Ambon can be seen in the following figure 5.

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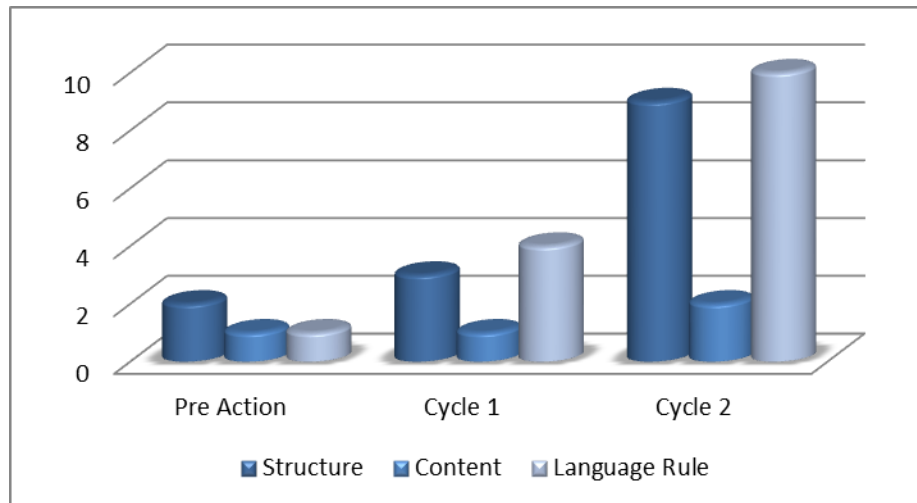


Fig 5. The Improvement of Observation texts Writing Ability of grade VII-1 Students at SMP Negeri 15 Ambon

V. CONCLUSIONS

Based on the results of data analysis, it is concluded that the PBL model can be one learning model that motivates students to grow understanding and self-confidence and become active in learning.

The PBL model can maximize students' ability to achieve mastery standards of observation texts writing. Before the PBL model was applied, the average grade of the class did not meet the specified KKM, which was 75. After the implementation of PBL model, there was a very significant increase of 75%.

In the implementation of the first cycle, there were still difficulties experienced by students, namely in the aspects of structure (17 students), content (19 students), and language rule (18 students). These difficulties became the focus of researchers to be minimized in the next cycle. In the second cycle there was a very significant change, namely in the aspects of structure (11 students), content (18 students), and language rule (10 students). This shows that there is a decrease in student difficulty for each aspect from cycle I to cycle II, namely the structure aspect from 17 students to 11 students (a decrease of 35.29%), content aspects from 19 students to 18 students (a decrease of 5.26%), and language rule aspect from 16 students to 10 students (a decrease of 44.44%). This shows that the PBL model is very appropriate to use in improving students' observation texts writing ability.

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