

Unpacking the Implementation of Problem Based Learning in Teaching Writing Procedure Text toward Secondary Students

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Abstract: Writing ability is very important for every student in learning English. Many students have difficulty in the writing process. Based on the 2013 curriculum, which emphasizes collaborative and student-oriented learning where students can develop their thinking and knowledge skills by themselves. Based on the 2013 curriculum, there are four recommended learning models to be applied in learning English, one of which is Problem Based Learning. Problem based learning is the right model to solve students' problems in writing, especially in writing procedure text. This research is a qualitative research with a descriptive case study research design. This study aims to investigate the implementation of Problem Based Learning in teaching writing procedure text and to investigate students' responses to teaching writing procedure text through Problem Based Learning. In this study, the subjects used were 21 twelfth graders. This study uses observation and interviews in data collection and research instruments. This study conducted observations for two meetings and conducted interviews with four students. Data were analyzed using thematic analysis. The result of this research is that the teacher implements Problem Based Learning in accordance with the existing stages. Another result is that students have a positive response to the implementation of Problem Based Learning, including Problem Based Learning (PBL) makes students feel comfortable, not bored, and having difficulties, Problem Based Learning (PBL) makes students more active, Problem Based Learning helps in developing students' thinking skills, and Problem Based Learning (PBL) helps students to write procedure text. Problem Based Learning model can be implemented in teaching writing procedure text. Problem-Based Learning as a learning model, able to motivate students to contribute to the learning process in class and able to invite students' interest in writing.

Keyword: *Problem Based Learning, Writing Skill, Procedure Text*

INTRODUCTION

Learning English in Indonesia in the 2013 Curriculum applies learning through text, this is done so that students can communicate both orally and in writing with a certain level of literacy. Currently, the teacher-centered learning process is still widely applied by teachers in the classroom (Saidi, 2022). Therefore, teacher-centered learning must be changed to student-centered learning. To present a quality learning process, a teacher is not only required to master the material and classes, but is also required to master several learning models that can support learning activities. The government in Indonesia realizes the importance of learning English, so English must be learned from high school to university level.

Learning English is not easy for Indonesian students, because we know that Indonesian students are expected to master the four language skills. There are four skills in English, namely listening, speaking, reading, and writing (Javed et al, 2013; Khamkhien, 2010; Su et al, 2018). Writing ability is very important for every student in learning English. By having the ability to write, students can communicate ideas, thoughts, feelings, and emotions in written form. Nunan explains that writing is a very complex cognitive activity in which the writer has to show control of variables simultaneously, at the sentence level, it includes mastery of content, format, sentence structure, vocabulary, spelling and letter formation, also beyond and in sentences, writers must be able to organize and integrate information into cohesive and coherent paragraphs and texts (Durga and Rao, 2018).

In schools that use the 2013 curriculum for English subjects, there are several texts that need to be studied, such as analytical exposition, report, explanation, recount, discussion, descriptive, narrative, news item, procedure, review text. Procedure text is an important text to learn, because in today's era humans must be able to use equipment or make products so that there are no mistakes. Procedure text is

used to find out how to make and apply a product. Therefore, students need to have skills in writing procedural texts according to the correct rules so that they are easily understood by others.

In mastering writing skills students have several obstacles, this is because it is true that writing is the most difficult skill for all language users. Indonesian students think that writing is a difficult skill to learn because the process of writing is long, consisting of plans, drafts, redesigns, edits, re-edits, re-plans, etc. (Rahmatunisa, 2014). In addition, students also have difficulty in compiling their writings starting from paragraph organization, text structure, grammar, and mood (Rahmatunisa in Setyowati & Sukmawan, 2016). Other obstacles are, because English is a second language in Indonesia, difficulties in understanding the material presented by the teacher, and lack of vocabulary.

Based on the 2013 curriculum, there are four recommended learning models to be applied in learning English, namely Discovery Learning, Problem Based Learning, Project Based Learning, and Product Based Training. Problem based learning is the right model to solve students' problems in writing, especially in writing procedure text. Problem based learning can develop critical thinking skills, problem solving skills, communication skills and life learning (Ali, 2019). In teaching, teachers must use the steps from PBL so that learning can be as expected. There are five steps of learning in Problem Based Learning (PBL), such as: orienting learners on learning problems, organizing learners to learn, leading the student to solve the problem, developing and presenting the result of discussion, and analyzing and evaluating the process of problem solving (Arends in Pratama, 2018).

This research was inspired by several previous studies related to this research. The first previous study by Hairuddin (2018) the result of this study showed that the application of the problem based learning method contributed to the improvement of students' writing skills. Second previous study by Pratama (2018), The results of this study indicate that the problem - based learning model can make students actively involved in learning. But unfortunately, the teacher as a mentor did not succeed in bringing up problems in student work. The third previous research by Badriyah, Kiptiyah, and Wijaya (2021), The results of this study indicate that there is an effect of the problem base learning method on the writing skills of class XI students of SMA Saidiyah Arosbaya. The last previous research by Putri, and Syahputra (2022), The result of this research is that there is an influence in learning by using a problem based learning learning model.

Previous research focused on the use of Problem Based Learning to improve students' writing skills and students' writing learning. However, as mentioned above, several studies have stated that Problem Based Learning affects students' writing skills. although there is research on this topic, there is little research that focuses on student responses using the Problem Based Learning model for learning to write. There are also many studies that implement Problem Based Learning in learning to write, but further research needs to be done to determine students' responses in learning to write procedural texts through Problem Based Learning. To fill the gap, this research focuses on teaching writing of procedural text through problem based learning. As it is known that problem based learning can develop students' thinking in solving problems, communicating, and working in teams. Students can also know how to criticize problems in writing. This learning model is useful for helping students to write procedure text. Critical thinking obtained from problem-based learning can help students in producing procedure text. The purpose of this qualitative case study research is to investigate the implementation problem based learning in teaching writing of procedure text and to investigate students' responses in learning to write procedure in through PBL.

There are two research questions to guide this study: (1)How is the implementation problem-based learning in teaching writing of procedure text?; (2) What are the students' responses toward problem based learning in learning writing of procedure text?

Procedure text is text that tells the reader how to do something in a sequence of steps, for example how to make something or how to operate a tool. Usually secondary students still have difficulty in writing procedure texts. For example, students find it difficult to write procedure texts based on their experiences and imaginations. Students need time to think about what they have in their minds. Thus, to overcome

this problem, students need stimulation to help them create procedure texts effectively. In this case, the researcher intends to use a problem-based learning model in learning to write procedural texts. In problem-based learning, students begin by giving problems to solving problems. In teaching procedure texts through problem based learning, Arends (2008) in Pratama (2018), stated there are five steps of learning in Problem Based Learning (PBL), such as: orienting learners on learning problems, organizing learners to learn, Leading the student to solve the problem, developing and presenting the result of discussion, and analyzing and evaluating the process of problem solving.

METHOD

In this study, the researcher used qualitative research. A qualitative method can be used to assess the significant of a social phenomenon from the participant's point of view (Creswell, 2011). Research design of this study used descriptive case study. Descriptive case study are used to describe an intervention or phenomenon and the real-life context (Yin, 2014). This research was conducted in one of secondary school in Karawang. This school was chosen to conduct research because this school uses the 2013 curriculum. The 2013 curriculum suggests three learning models in the learning process, one of which is problem-based learning. The participant in this study were 21 students from twelfth-grade. 4 of 21 students in the class were taken to collect interview data. In selecting participants, the researcher used a purposive sampling technique. Participants were selected based on the activeness of students in the beginning. In a class consisting of four groups, representatives from each group who participate actively and cooperatively in class will be selected as participants in this study. The twelfth grade was chosen because it is compatible with the material that would be applied. The data collection technique and instrument in this research can be done by observation and interview. Researcher conducted observations with the aim of observing the process of teaching writing of the procedure text through problem-based learning conducted by researcher as teachers adaptation from Pratama (2018). the researcher used semi-structured interviews, where the researcher interviewed four students in twelfth-grade in one of secondary school in Karawang. Questions of interview was adaptation from Puspitasari (2019). After collecting the data, the next step was to transcribe the results of the interview, then the data was analyzed. In this study, data analysis used thematic analysis from Braun & Clarke (2006), with the following steps: familiarizing the data, generating initial codes, searching for the themes, reviewing themes, defining and naming themes, and producing the report.

RESULTS AND DISCUSSION

1. The The Implementation of Problem Based Learning (PBL) in Teaching Writing of Procedure Text

a. First Meeting

In the first meeting the researcher as a teacher implemented five stages of Problem Based Learning, which were orienting learners on learning problems, organizing learner to learn, leading the student to solve the problem, developing and presenting the result of discussion, and analyzing and evaluating the process of problem solving.

In the pre-activity, the teacher opened the lesson with greetings and introductions, checked attendance and explained the learning objectives. In the explanation stage of learning objectives, the teacher gave an explanation regarding the use of problem based learning, where students will be given a question regarding a problem that is currently happening. The problem is related to the writing of procedural text material.

In whilst activity, the teacher gave a question regarding a current issue to students, it was about scanning a barcode on the PeduliLindung application at a bank, museum, or mall. After students were asked questions by the teacher, the teacher organized students to pair up with the aim of discussing the questions that the teacher had previously given. The teacher gave directions to students to find information using their cellphones, namely by opening the application to find out the steps in scanning

barcodes in the PeduliLindung application. After five minutes had passed, the teacher asked the students to present the results of their discussion. Only four pairs of ten pairs presented their results. After that, the teacher explained the definition, social function, text structure, linguistic features, examples, and how to write procedure text. The teacher asked the students to ask if there was something they did not understand. The teacher again organized the students into groups, each group consisting of four to five people. Teachers were asked questions related to other issues, namely those related to students after leaving school, it was about sending job applications via e-mail. The teacher asked each group to discuss related topics, and motivated students to search for information with their cellphones. The teacher asked that the results of the discussion be written in accordance with the procedure text writing. The teacher went around to see the students' discussion process and help students if there were difficulties. After finishing the discussion, each group was asked by one person as a representative to present the results of their discussion. After each group finished presenting the results of their discussion, the teacher gave an evaluation of the procedural texts they had made and presented, by giving a few revisions related to writing.

Post-activity, at this stage the teacher closed the learning by telling students what to do at the next meeting, which was to write a procedure text and each group had to prepare a topic of their own choice, the topic must be a current issue. Then the teacher closed the lesson with greetings.

b. Second Meeting

At the second meeting, the researcher as a teacher continued yesterday's learning, because at the first meeting all stages of problem based learning had been implemented, so in this second meeting only three stages were applied, that following: organizing learners to learn, developing and presenting the result of discussion and analyzing & evaluating the process of problem solving.

In the pre-activity, the teacher opened learning by greeting and checking the learning, then explaining the learning process to be carried out.

In the whilst activity, the teacher asked students to sit in groups according to the group at the previous meeting, then began to write procedural texts according to the topics they had set themselves. The results of the procedure text are written in the form of a poster. The teacher gave directions to each group to find information related to their topic using a cellphone. The teacher checked each group and helped if there were difficulties in writing. After forty minutes had passed, the teacher asked one representative from each group to present the results of their procedure text. After each group finished the presentation, the teacher immediately gave an evaluation or feedback regarding the results of their procedural text poster.

In the post activity stage, the teacher briefly reviewed the procedure text and evaluated the learning process as a whole. Then asked students to collect their writings. At the end of the lesson, the teacher said greetings.

From the findings above, the authors found that the stages of learning using the problem-based learning (PBL) model carried out by the teacher in the classroom are the same stages as the theory of stages in teaching using the Problem Based Learning model proposed by Arends in Pratama (2018). , they are orienting learners on learning problems, organizing learners to learn, leading the student to solve the problem, developing and presenting the result of discussion, and analyzing and evaluating the process of problem solving. Overall, teachers carry out problem-based learning well and according to stages, by involving students in learning activities. Unfortunately, in the last stage of PBL, the teacher is lacking in analyzing and evaluating the problem solving process, due to limited time.

2. Students' Responses towards the implementation Problem Based Learning (PBL) in Learning Writing of Procedure Text

Based on the data has been conducted to four students as the participant, there are four themes of the students' responses toward the implementation of Problem Based Learning (PBL) in learning to write procedure text, there are (1) Problem Based Learning (PBL) makes students feel comfortable, not bored, and having difficulties, (2) Problem Based Learning (PBL) makes students more active, (3) Problem

Based Learning helps in developing students' thinking skills, (4) Problem Based Learning (PBL) helps students to write procedure text.

- a. Problem Based Learning (PBL) makes students feel comfortable, not bored, and having difficulties

Students provided response to the implementation of Problem Based Learning (PBL) in learning to write procedure text. With Problem Based Learning (PBL), students feel comfortable, not bored, and having difficulties. This statement is supported by student responses based on the results of interviews as follows:

I am also comfortable and enjoy because I work in groups. (Respondent 1, author Translation)

Not bored because we not only listen to teacher's explanations, but we also discuss with friends. (Respondent 4, author Translation)

I find it difficult when presenting and writing, where I have to be able to give logical explanations that are easy for listeners and readers to understand in English. (Respondent 3, author Translation)

Students feel comfortable and not bored when taking lessons in class, this is because students not only listen to explanations from the teacher, but they can also communicate and write in groups. In accordance with Ali (2019), which states that Problem Based Learning (PBL) is a student-centered method that aims to develop problem solving skills through independent learning as a lifelong habit and team work skills. In addition, students also experience obstacles in writing procedural texts through Problem Based Learning. This is because they have difficulty answering questions, writing, and presenting their writings in English. Considering that they are EFL students, this is understandable and the teacher also makes it easy for students, by using an existing dictionary or using an online dictionary.

- b. Problem Based Learning (PBL) makes students more active

Students state that Problem Based Learning can make students active in class. This statement is supported by student responses based on the results of interviews that have been conducted, namely as follows:

I think it is effective and suitable, because the learning does not directly explain and do assignments, but the teacher asked questions first so it makes me and other friends active, such as active in communication or discussing, also presentations our writing result. (Respondent 2, author Translation).

Regarding student response, group discussions, presenting their writings also makes students active in class. Just as stated by Pratama (2018), that problem-based learning models can make students actively involved in learning.

- c. Problem Based Learning helps in developing students' thinking skill

Problem Based Learning (PBL) helps students to develop their thinking skills. When they are given questions or problems from the teacher, they will think critically and creatively to solve the problems given, then put their thoughts in writing. This statement is supported by student responses based on the results of interviews, as follows:

For me the benefits are that I can think critically and creatively when writing procedure texts. (Respondent 2, author Translation).

Regarding student responses, in addition to making them active, they also stated that writing learning activities using Problem Based Learning (PBL) can make them think critically, because they have to think about answers to problems that the teacher has given in the form of written procedure text. This is in accordance with Ali (2019), which states that Problem Based Learning can develop critical thinking skills, problem solving skills, communication skills and life learning. It can be seen from the learning process, students are active in learning, also showing the results of their thinking.

- d. Problem Based Learning Helps Students in Learning to Write, especially in writing procedure text

Problem Based Learning (PBL) can help students learn to write. When students are oriented to problems, then they discuss and find solutions to problems, they write down the results in a writing. This can help

increase students' interest and confidence in writing. This statement is supported by student responses based on the results of interviews, which are as follows:

I think it's effective, because it can increase my confidence when I have to write and present the results of group writing, by re-explaining it in front of my classmates, it makes me understand more about what is being studied. (Respondent 1, author Translation).

Problem Based Learning (PBL) can also help students in writing. Based on students' responses, they felt that their self-confidence increased when writing in groups, they also felt that their interest in writing increased because they could pour their thoughts into writing when they were given a problem first. In addition to encouraging students to write in procedural texts, Problem Based Learning (PBL) can also help improve students' writing skills. Hairuddin (2018), that the application of the PBL method contributes to improving students' writing skills starting from content, organization, vocabulary, grammar, and writing mechanics.

CONCLUSIONS

In conclusion, Problem Based Learning is a learning model that can help students in writing skills. By using PBL to involve students in class discussions, this problem-based learning model can be applied well, both for teachers and students. Teachers and students have implemented learning effectively by involving the Problem Based Learning model. The stages of learning using the problem-based learning (PBL) model carried out by the teacher in the classroom are the same stages as the theory of stages in teaching using the Problem Based Learning model proposed by Arends in Pratama (2018). , they are orienting learners on learning problems, organizing learners to learn, leading the students to solve the problem, developing and presenting the result of discussion, and analyzing and evaluating the process of problem solving. These steps can make it easier for students to write procedural texts, with problem-based learning students do not receive passive knowledge, but also actively acquire knowledge. Questions and answers and group discussions can make students active in class. When group discussion students are required to think with the aim of getting problem solving, this can make students' thinking skills develop. Problem-based learning can make students comfortable and not bored because PBL is a student-centered model. Even though they have difficulty in writing in English, they can overcome it by using the existing dictionary.

Based on the data described above, the researcher has some suggestions for teachers, students and other researchers. The researcher hopes that this suggestion will be useful for further teaching and learning activities. First, teachers need to consider the stages of Problem Based Learning before using the model to teach, so that teachers can apply the stages of Problem Based Learning systematically. Teachers also need to motivate students so that students have the confidence to write and present in English. Second, Students need to practice more in writing in English. Last, other researchers should conduct further research on student responses to problem-based learning in writing learning.

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