

**THE INFLUENCE OF USING PROBLEM-BASED LEARNING ON
STUDENTS' WRITING ABILITY IN ANALYTICAL EXPOSITION TEXT
IN THE ELEVENTH GRADE OF SMA KEMALA BHAYANGKARI
KOTABUMI**

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Abstract: *Students' writing ability were still relatively low, characterized by difficulties in developing ideas, limited vocabulary mastery, and the use of inappropriate language structures. The Problem-Based Learning (PBL) method was believed to improve these ability because it emphasized problem-solving, encouraged active student involvement, and promoted critical thinking. Then the purpose of this study was to determine the influence of using problem-based learning on students' writing abilities. This study used experimental research with a quasi-experimental design. The population in this study were all of the eleventh grade at SMA Kemala Bhayangkari Kotabumi with a total of 188 students, the sample taken in this study was class XI.5 as the experimental class and class XI.6 as the control class, with a total of 59 students. In the experimental class group, learning was given using the problem-based learning method, but for the control class group was taught by using the usual method applied by the teacher. The instrument use in this study was an analytical exposition text writing test. Data collection was carried out by means of a pretest then posttest, after which the data was analyzed using t-test. The results of the study showed that the $t_{observed}$ was 4,636 with t_{table} 2,0027, indicating that the $t_{observed}$ was greater than t_{table} . It means that the use of problem-based learning has an influence on the ability to write analytical exposition text. Teachers were encouraged to apply the Problem-Based Learning (PBL) method in writing instruction to improve students' writing ability. Future studies were suggested to examine its effectiveness in different contexts.*

Keywords: *writing ability, problem-based learning, analytical exposition text*

Abstrak: Kemampuan menulis siswa masih tergolong rendah, ditandai dengan kesulitan dalam mengembangkan ide, kurangnya menguasai kosa kata, dan menggunakan struktur bahasa yang tepat. Metode Problem-Based Learning (PBL) diyakini dapat meningkatkan kemampuan tersebut karena menekankan pada pemecahan masalah yang mendorong keterlibatan aktif siswa dan berpikir kritis.

Kemudian tujuan dalam penelitian ini adalah untuk mengetahui pengaruh penggunaan problem-based learning dalam kemampuan menulis siswa. Penelitian ini menggunakan penelitian eksperimen dengan desain quasi-eksperimental. Populasi dalam penelitian ini adalah seluruh siswa kelas sebelas di SMA Kemala Bhayangkari Kotabumi dengan jumlah siswa 188, sample yang diambil pada penelitian ini adalah XI.5 sebagai kelas eksperimen dan kelas XI.6 sebagai kelas control, dengan jumlah 59 siswa. Pada kelompok kelas eksperimen diberikan pembelajaran dengan menggunakan metode pembelajaran problem-based learning, tetapi kelompok kelas control diajarkan dengan menggunakan metode yang biasa diterapkan oleh guru. Instrument yang digunakan pada penelitian ini adalah test menulis teks analytical exposition. Pengumpulan data dilakukan dengan cara pretest kemudian posttest, setelah itu data dianalisis menggunakan uji-t. Hasil penelitian yang didapat menunjukkan bahwa thitung sebesar 4,636 dengan ttable sebesar 2,0027 yang menunjukkan bahwa thitung lebih besar dari ttable. Artinya menunjukkan bahwa adanya pengaruh penggunaan problem-based learning terhadap kemampuan menulis teks analytical exposition. Guru didorong untuk menerapkan metode Problem-Based Learning (PBL) dalam pembelajaran menulis untuk meningkatkan kemampuan menulis siswa. Penelitian selanjutnya disarankan untuk meneliti efektivitasnya dalam konteks yang berbeda.

Kata kunci: kemampuan menulis, problem-based learning, teks analytical exposition

I. INTRODUCTION

English teachers' creative efforts in the teaching and learning process are very necessary in the classroom. Teachers need to provide materials with an interesting presentation so that students understand the material they are studying. However, it is not always about teachers who are required to be creative, students also need to practice and ask questions to better understand the material, therefore when the process of learning to write, students are not

only required to understand the nature of a text, but students must also be able to create the text.

According to Lavelle and Zurcher (2001) in Selvaraj & Aziz (2019), ESL teachers need to design systematic and through lesson plans to achieve effective learning. An approach tailored to students needs is essential, as learning strategies serve as a link to achieving task outcomes. Richard and Rodgers (1986) define an approach as a set of assumptions

related to the teaching and learning of language, which constitutes the subject matter in the classroom.

According to Adas & Bakir (2013) students do not write frequently, and most of their writing comes from classroom activities. To make writing practice effective, students must be personally engaged. Teachers need to understand the skills they wish to teach and select the appropriate methods. After identifying the skills to develop and how to implement them, teachers can choose interesting topics to encourage student participation. With a practical approach, teachers can create an enjoyable and effective learning experience.

There are many learning methods that can be used to improve students writing skills, but teachers must choose the right method to actively engage students in the learning process. One method that can be used is Problem-Based Learning. Major and Mulvihill (2018) in Palupi & Subiyantoro (2020) stated that the PBL model is a teaching method that develops students knowledge and problem-

solving skills through real-world problems, actively involving students in formulating and solving problems based on their knowledge and context. This model creates a dialogic learning environment, preventing passive learning.

Several previous studies have discussed about the use of problem based learning in English teaching, such as research conducted by Syahfutra & Niah (2019) with the title of the study "Improving Students' Reading Comprehension by Using Problem-Based Learning Strategy" this study was conducted at SMP Dama Yuda Pekanbaru. The study found several problems, namely student could not summarize text ideas, find factual information, find main ideas, antonyms and synonyms. This study chose a learning strategy using Problem-based learning. This study uses a quantitative method with a quasi-experimental type.

Based on the research above, it is said that Problem-based learning has an influence on English teaching and learning, although there have been many studies investigating the

influence of Problem-based learning on English learning in general, many studies have not focused on analytical exposition text. This study will increase understanding of how Problem-based learning can affect students' influence in analytical exposition text, in addition, this study will be conducted in a different place, namely at SMA Kemala Bhayangkari Kotabumi.

II. REVIEW LITERATURE

a. Concept Of Writing

According to Camacho et al (2021), writing is a problem-solving activity that involves various cognitive processes but is constrained by several demands and focused on achieving a specific goal. Therefore, writing needs to be practiced regularly. Importantly, as the level of writing tasks increases, they become more complex.

Meanwhile, Cienkanski & Chanier (2018) and Ferreti & Graham (2019) in Bahri & Muzkiyah (2021) stated that writing is understood as the process of creating or copying characters with a pen or pencil on a suitable medium. It

From the explanation above, the researcher is interested in conducting experimental research with the Problem Based Learning method. Therefore, this research is entitled "*The Influence of Using Problem-Based Learning on Students' Writing Ability in Analytical Exposition Text in The Eleventh Grade of SMA Kemala Bhayangkari Kotabumi*"

servers as a durable visual representation of speech and is the primary method for recording it. Writing also involved the development of language that can be understood by readers and functions as a form of verbal communication.

Additionally, to Al-Dulaimi and Al-Waeli (2005) in Khasawneh (2021) stated that writing is an important tool for expressing and translating ideas in interactions between individuals, groups, and communities. Teachers must adhere to basic principles when teaching writing, which include an understanding of students' psychological aspects, skills, and

linguistic and cultural knowledge. Teachers must also develop students' writing skill gradually and integrate the writing process with reading.

Based on the opinions above, it can be concluded that writing is a complex cognitive activity that involves problem-solving and is aimed at achieving specific goals. It requires regular practice, especially as tasks become more complex over

b. Concept Of Problem-Based Learning

Based on the opinion of Barrows & Tamblyn, 1980; Gijbels, Dochy, Van den Bossche, & Segers, 2005, Problem Based Learning (PBL) began in the medical field at McMaster University, where a person named Barrow pioneered this approach. After Barrow's success, PBL was also applied in various other fields, for example law, business and nursing. In the field of teacher education since the 1980s, PBL has been frequently used, now the development of PBL is increasingly widespread. (Simone, 2014)

Meanwhile, Teboga Mogashoa (2014) in Kusumawati et al., (2022)

time. Writing not only serves as a means of recording speech but also plays a crucial role in verbal communication and the development of language. Teachers must consider students' psychological, linguistic, and cultural aspects when teaching writing. The development of writing ability should be gradual and integrated with reading to support effective learning.

stated that constructivism theory is a theory in learning that says someone produce knowledge and meaning based on the interaction of ideas and experiences. This aligns with the implementation of PBL, as proposed by Johnson (2002) in Suryatini et al., (2024), which states that PBL is learning process that emphasizes organization and can be applied in writing instruction by providing rules or guidelines to students, allowing them to develop their writing ability logically and engagingly.

Paul Eggen and Kauchak (2012:307-328) said that problem-based learning (PBL) is a teaching tool using problems as a way to develop skills in problem solving, self-regulation or material.

According to him, problem-based learning has three characteristics, namely as follows: 1) learning focuses on problem solving, 2) students are responsible for solving problems, 3) teachers support students to solve problems during the learning process. (Dahri, 2022)

According to Ibrahim and Nur (2000:13) and Ismail (2002:1) in Prasetyo et al., (2021), problem-based learning consists of five stages, which are as follows: a) students orientation to the problem, b) organizing students, c) investigation by individual or group, d) explaining and presenting result, e) analysis and evaluation

c. Analytical Exposition Text

Among the various types of texts taught in schools, expository texts are often considered the most challenging. This is due to the need for a deeper cognitive process in its preparation. This text is introduced at the high school level, with an emphasis on the author's point of view supported by strong arguments. In general, Pramono (2019) stated that there are two types of exposition, namely Analytical

Exposition and Hortatory Exposition.

The main function of expository text is to convey certain arguments related to an issue and provide support for it. If the author presents arguments to justify a view or position, then the text is called Analytical Exposition. Meanwhile, if the goal is to encourage certain actions, then the classification is hortatory Exposition.

In analytical exposition, the author constructs arguments to strengthen his position, as a politician does when explaining the importance of a particular policy. On the other hand, hortatory exposition aims to convince the reader of the need for an action, and is usually found in sermons, essays, and other forms of writing. This study will focus more on the first type of exposition, namely Analytical Exposition.

Analytical exposition text refers to argumentative writing. Although there are often personal opinions and emotional debates or conflicts in argumentative essays, both must still be managed carefully and moderately to be effective. In

addition, Anderson in Nurlatifah & Yusuf (2022) mentions several characteristics of argumentative essays which include: 1) debatable topics; 2) thesis that conveys logical statements and is supported by data; 3) recognition and response to the opposing party; 4) development of arguments with valid and current evidence; and 5) development of the author's arguments using the right appeal.

Then Siahaan (2008) in Yessy & Sinambela (2018) analytical exposition text is an expository text. This text discusses the truth of a fact from a particular object. This text is composed to reveal the truth of facts about the object to the reader. The purpose of this text is to convey facts clearly, and convince the reader to believe the information provided. However, the main goal is to encourage readers to take a certain step related to the truth of the object's facts.

Furthermore, Nahartini (2019) in Mukhayati (2022) said that analytical exposition text contains the author's opinion on a problem, with the aim of conveying views

clearly. Commentary texts express ideas about truth or error, focusing on positive or negative aspects. Analytical commentary texts have a three-part structure: thesis, arguments, and conclusions. The author must support his claims with clear examples and descriptions.

Based on the opinions above, it can be concluded that analytical exposition texts are argumentative texts that aim to convey the truth of facts in a clear and convincing way to readers. This text has a structure consisting of a thesis, arguments, and conclusions, and supports claims with valid evidence. The main purpose of this text is to encourage readers to take certain actions related to the facts presented.

III. METHOD

The method used in this study is a quasi-experimental research method, and this research is classified as a quantitative study. The experimental method is used to determine the effect of independent variables on dependent variables. In the research conducted by the researcher, a quasi-experimental design was employed, specifically

the Nonequivalent Control Group Design. Sugiyono (2021) notes that the design used by the researcher is similar to the pretest-posttest control group design; however, the key difference is that the experimental group and the control group are not selected randomly.

a. Population

Population according to Corper, Donald, R; Schindler, Pamela S; 2003 in Sugiyono (2021) said that population is all elements that will be used as a generalization area. The population used in this study was all grade XI students at SMA Kemala Bhayangkari Kotabumi in the academic year 2025/2026. The number of grade XI students at SMA Kemala Bhayangkari Kotabumi in the academic year 2025/2026 are 188 students.

b. Sample

According to Sugiyono (2021), a sample is part of the number owned by a population. Based on data of KKM achievement, it can be seen that class XI.5 and XI.6 are classes whose students have the lowest percentage of getting scores above the KKM.. Therefore, this research

chose class XI.5 as the experimental class and XI.6 as the control class.

c. Validity Instrument

The instrument that can be used are instrument that must be tested for validity. Suharsimi (2010) said that validity is a tool to show the level of validity of an instrument. A test can be said to be valid if the test measures an object according to its criteria. The validity used is content validity. This content validity is designed with various aspects that have their own indicators, validity is consulted with experts. The experts are Mrs. Elis Susanti, S.Pd., M.Pd. and Mr. Asep Hardiyanto, S.Pd.,M.Pd. Then the expert is asked to assess the relevance of the instrument, the expert is allowed the provide another instrument if the instrument is considered inappropriate.

d. Reliability instrument

A good test to use has several criteria, one of which is reliability. According to Suharsimi (2010) reliability refers to an instrument that can be trusted as a measuring tool, because even when data is collected multiplr times, the result remain

consistent. In this research, the researcher used the inter-rater reliability. Darmawan (2014) said that inter-rater reliability is a test of consistency conducted by two experts to assess and compare the reliability of an instrument.

Before conducting the trial, the researcher will conduct a try out first. The try out will be conducted in class XI.1 at SMA Kemala Bhayangkari Kotabumi, the researcher chose class XI.1 because it has the same area and has a comparison of writing ability that is not much different from the selected sample

There is a formula:

$$r_{xx'} = \frac{S_s^2 - Se^2}{S_s^2}$$

e. Data collecting technique

Researchers used a writing test to collect research data. The test will write a analytical exposition text. The test included both a pretest and a posttest. Before the treatment, students in both the experimental and control classes will be given a pretest to assess their analytical exposition text writing abilities. After the

treatment, students will be given a posttest, in this case, students are asked to write analytical exposition about bullying in the school to determine whether there is a difference in their abilities before and after the treatment.

f. Data analysis

Normality test:

The first step taken in analyzing this research data is to test the normality of the research data. This is done to find out whether the research data is normally distributed or not. The formula used by the researcher is the formula of liliefors. According to Haniah (2013), here is the formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

The normal criteria if $L_{\text{Observed}} < L_{\text{table}}$, then the group has normal distribution.

Homogeneity test

This homogeneity test is the second step in analyzing data. The homogeneity test is carried out to determine whether the research sample is homogeneous or not. Researchers use the F test.

$$F = \frac{\text{largest variance}}{\text{smallest variance}}$$

With testing criteria:

If $F_{observed} < F_{table}$, then both data are homogeneous

If $F_{observed} > F_{table}$, then both data are not homogeneous

Hypothesis test

The last step when analyzing data is the research hypothesis test, this test is carried out to find out whether the research hypothesis is rejected or accepted. In this study, the Independent sample t-test was used, because the two samples were not related or different member groups (Pradana & Ummah, 2020)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

The hypothesis are:

$H_{observed}$: There is no significant influence of using problem based learning on students' writing ability in analytical exposition text in the eleventh grade of SMA Kemala Bhayangkari Kotabumi In Academic Year 2025/2026

$H_{alternative}$: There is significant influence of using problem based learning on students' writing ability in analytical exposition text in the eleventh grade of SMA Kemala

Bhayangkari Kotabumi In Academic Year 2024/2025

The test of hypothesis test is:

$H_0: \mu = 0$ (there is no influence)

$H_1: \mu \neq 0$ (there is any influence)

Then, the criteria of hypothesis test are:

IF - $t_{table} < t_{observed} < + t_{table}$, so H_0 is accepted

IF - $t_{table} > t_{observed} > + t_{table}$, so H_0 is rejected

By the significant level (α) = 0,05

IV. RESULT

a. Content validity

The instrument used in this study was a writing test. The validity test for this instrument used expert judgment. This expert assessment was conducted by Mrs. Elis Susanti, S.Pd., M.Pd., and Mr. Asep Hardiyanto, S.Pd., M.Pd., both lecturers in the English Education study program. This instrument is considered valid when it meets all predetermined criteria. The assessments indicated that this instrument aligns with the guidelines and indicators for solving English language research problems in

writing tests and can be used as a research instrument.

b. Reliability test

In this study, the researchers used inter-rater reliability for the calculation. This type of reliability requires two rater to evaluate students' tryout results. The researchers asked Ona Putra, S.Pd., an English teacher at SMA Kemala Bhayangkari Kotabumi, to act as the first rater to partner in assessing analytical exposition writing skills. The results of the reliability test are as follows:

First step was to find S_e^2 using formula:

$$\begin{aligned}
 S_e^2 &= \frac{\sum i^2 - \frac{(\sum R^2)}{n} - \frac{(\sum T^2)}{K} + \frac{(\sum i^2)}{nk}}{(n-1)(k-1)} \\
 &= \frac{232993 - \frac{5535977}{24} - \frac{465779}{2} + \frac{(3327)^2}{48}}{23} \\
 &= \frac{232993 - 230665,70 - 232889,5 + 230602,6}{23} \\
 &= 2327,3 - 232889,5 = -230562,2 \\
 &= -230562,2 + 230602,6 \\
 &= \frac{40,4}{23} = 1,75
 \end{aligned}$$

Second step:

$$S_s^2 = \frac{\frac{(\sum T^2)}{K} - \frac{(\sum i^2)}{nk}}{(n-1)}$$

$$= \frac{232889,5 - 230602,6}{23}$$

$$= \frac{2286,9}{23} = 99,430$$

$$r_{xx}' = \frac{(S_s^2 - S_e^2)}{S_s^2}$$

$$r_{xx}' = \frac{99,430 - 1,75}{99,430}$$

$$= \frac{97,68}{99,430}$$

$$r_{xx}' = 0,982$$

From the calculation above, it can be seen that reliability value of the try out instrument is 0,982. The inter-rater reliability criterion is that if the result is between 0,0-0,01, the instrument is considered reliable. Therefore, the instrument in this research is reliable. According to Arikunto criteria, the try out reliability score is characterized by high test reliability. Therefore, these result indicate that this instrument is suitable for use as a research instrument

A. Pretest.

a. Normality Pretest

Based on the Liliefors test, the results were obtained, it shows that the experimental class with $0,093 < 0,161$ or $L_{observed} < L_{table}$, then H_0 is accepted. Then in the control class with $0,117 < 0,161$, which means that H_0 is accepted. Therefore, these results indicate a pretest of normally distributed population.

b. Homogeneity test

Based on data processing, the $F_{observed}$ value is obtained with F_{table} , using $\alpha = 0,05$. If $F_{observed} < F_{table}$, then H_0 is accepted. In the calculation, $1,111 < 1,867$. The pretest data for the experimental and control classes are homogeneous.

c. T-test for students initial test

Based on the calculation, the $t_{observed}$ is obtained as 1,24 and t_{table} is 2,0027, with criteria if $t_{observed} > t_{table}$ with a significance level of $\alpha = 0,05$ then H_1 is accepted. In this condition $1,24 < 2,0027$ H_0 is accepted. Which states that both class group have balanced writing ability

B. Posttest

a. Normality Posttest

Based on the data it shows that the experimental class with $0,075 < 0,161$ or $L_{observed} < L_{table}$ then H_0 is accepted. Then in the control class with $0,150 < 0,161$, which means that H_0 is accepted. Therefore, these results indicate a posttest experiment and control were normally .

b. Homogeneity test

Based on data processing, the $F_{observed}$ value is obtained with F_{table} , using $\alpha = 0,05$. If $F_{observed} < F_{table}$, then H_0 is accepted. In the calculation, $1,085 < 1,875$. The posttest data for the experimental and control classes are homogeneous

c. Hypothesis test

Based on the calculation, the $t_{observed}$ is obtained as 4,636 and t_{table} is 2,0027, with criteria if $t_{observed} > t_{table}$ with a significance level of 5% then H_a is accepted. In this condition $4,636 > 2,0027$ H_a is accepted, and there is significant influence of using problem based learning on students' writing ability in analytical exposition text in the eleventh grade of SMA Kemala Bhayangkari Kotabumi in the academic year 2025/2026

V. DISCUSSION

Based on the pretest results, it was found that there were no differences between the experimental and control classes. This was evidenced by the results of the pretest balance test in the experimental and control classes. Furthermore, the normality test,

homogeneity test, and balance test showed that both classes had the same initial writing ability. The normality test indicated that both classes were normally distributed, and the homogeneity test indicated that the two classes were homogeneous.

The posttest results obtained a significance level 5% and the criteria $t_{observed} > t_{table}$. Therefore, H_0 was rejected and H_a is accepted. In this research, the posttest showed a result of $4,636 > 2,0027$, indicating that this study had a significant influence on students' writing ability in analytical exposition text in eleventh grade of SMA Kemala Bhayangkari Kotabumi in academic year 2025/2026. The posttest calculation result showed a difference in analytical exposition text writing ability when given the problem based learning method treatment and when not given the problem based learning method. This indicated by the average score of 0,396 for the treatment class, compared to 0,192 for the untreated class. This indicate that the problem based learning class demonstrated better analytical

exposition writing skills than the untreated class.

Thus, the problem based learning method is more influence in improving students analytical exposition writing skills. Because this method focuses on students, it provides opportunities for students to actively participate in problem solving and develop ideas. Students can also collaborate with their peers to solve problems. The problem based addressed in this research is writing skill related to bullying, where students will be able to write analytical exposition text. This align with Barrow's (2000) theory, which states that problem based learning is a students-centered method. Where students are responsible for solving their own problems, and the teachers role shifts from a primary role to one that facilitates thinking, reflection, and collaboration. Then, during the evaluation, students also said that they had difficulty expressing their ideas or thoughts, lack of interest in learning English, and monotonous classroom conditions during learning were some of the things that made students less active and seemed lazy

during learning, and students said that if the learning method returned to normal, they would find it difficult to understand and comprehend the learning material.

VI. CONCLUSION

Based on the results of the research and discussion in the previous chapter, the researcher concluded that the use of the problem based learning method has a significant influence on students' writing ability in analytical exposition texts in the eleventh grade of SMA Kemala Bhayangkari Kotabumi. This can be seen from the average obtained by the two class groups, in the experimental class the average was 0,396 while in the control class the average was 0,192 the results of the hypothesis test also showed that t_{count} was 4,636 and

t_{table} 2,0027 with a significance level of $\alpha = 0,05$. With the test criteria if $t_{observed}$ is greater than t_{table} then H_0 is rejected and H_a is accepted. In this study 4,636 is greater than 2,0027 ($4,636 > 2,0027$) which makes H_a accepted. This means that in this study there is a significant influence on students' writing ability in analytical exposition texts in the eleventh grade of SMA Kemala Bhayangkari Kotabumi.

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