THE IMPLEMENTATION OF PROBLEM-BASED LEARNING IN WRITING DISCUSSION TEXT ON INDONESIAN LANGUAGE LEARNING

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Abstract

Writing is very important to master in order to make students into communicative language users. To equip students with good writing skills requires an effective learning model. This paper aims to describe the effect of the implementation of problem-based learning (PBL) model on the ability to write text discussion of students on learning Indonesian. The research method used is quasi experimental method of design pretest-posttest control group design. The population of this research is eighth-grade in one of the secondary schools in Indonesia. The data were obtained using four kinds of data collection methods, namely interview, test, observation, and questionnaire. This paper describes 1) the learning profile of writing discussion text in eighth-grade 2) the implementation process of problem-based learning model in writing discussion text on learning Indonesian in experiment class 3) a significant difference between the ability to write the text of the discussion of eighth-grade in one of the secondary schools in Indonesia using a problem-based learning model in the experimental class and the model of the learning process in the control class. The results showed a significant difference between the students 'writing ability in the experimental class with the ability to write the students' discussion text in the control class. The implication of the implementation of this PBL model is that students in the experimental class can (1) build motivation and confidence when writing; (2) able to pour his ideas in writing systematically, ranging from defining problems, finding and processing information relating to the problem and then provide solutions to the problems at hand; (3) able to develop social skills through: sensitivity to solve problems, work in teams to exchange ideas, and correlate writing with friends; and (4) write in correct and communicative Indonesian Language.

Keywords: Problem-Based Learning, Writing, Discussion Text, Indonesian Language Learning

1. INTRODUCTION

Writing is a language skill that must be achieved by students in learning Indonesian. Writing is not limited to copying existing language or writing codes, but furthermore is the ability to express ideas, knowledge, experiences, and feelings. The results of research on the writing of junior high school students in Indonesia shows there are still many shortcomings, both in content and technical. In terms of content, as expressed by Komalasari (2014) that the idea of writing has not been developed properly and systematically. This difficulty is experienced by students because of the limited knowledge and experience involved in the writing process, especially in writing that requires the existence of thought and argument. The text belonging to that type is

the text of the discussion. Meanwhile, in terms of technical writing is expressed by Setiawati (2014) that the writing of junior high school students still found misuse of the preposition in the sentence. Musmulyadi (2016) also revealed that in addition to prepositions, errors of writing letters and punctuation still dominates in the writing of students in junior high school.

Based on the results of observation and interviews with teachers in one of the secondary schools in Indonesia obtained the fact that the ability of students in writing on learning Indonesian language has not been maximized. Students' writing ability is not maximized can be seen from several things. First, learning Indonesian is considered not important because students feel no need to learn the Indonesian language that is commonly used in everyday life. Second, writing has not been fully demanded in every lesson, so students are poorly trained to apply their abilities. Generally, in another lesson the expected ability is to rewrite the understanding of a material (copy and add). Third, the teacher complained about the change of curriculum that took place in a short time impact on the lack of teachers in applying the model of learning. The students' argumentation ability has not met the set standard. Generally, the student's weakness lies in the granting of scientific reasons to address a problem. Therefore, an effective learning-learning model is needed that can foster high curiosity in students to formulate arguments so that it is easy to provide solutions.

Discussion text that belongs to an argumentative text type. In this case, students are invited to explore the language in the form of discussions used to be able to express opinions on issues that occur in community life. Therefore, writing discussion texts should be done in the actual context in order to provide real benefits to students in their daily lives. In this study, the authors are interested to use problem-based learning model in learning Indonesian to facilitate students in writing discussion text. This model aims to stimulate students to find solutions to the problems posed by giving freedom to students to think, opinion, initiative, and act (Kosasih, 2016). Applying problem-based learning can help students improve thinking skills, interpret information, solve problems, collaboratively, evaluate, and social skills (team learning). PBL in language learning especially writing is a learning model that emphasizes the needs of students to investigate the environment and construct the knowledge that has been owned. Real-life problems are used as a bridge in the writing process. This is done to develop students' creative and creative thinking skills in solving problems through investigation and investigation process.

Many studies have proved that problem-based learning models are effectively used in learning, including in the Kumar and Kogut (2006) studies described PBL (teaching-learning process) can arouse students' high curiosity because of their pedagogical orientation in facilitating the development of active knowledge of students. PBL is designed based on real-life problem solving. Thus, the possibility to gain a greater learning experience. Perkins, C. et al. (2015) added students are more involved and ready to take responsibility and control their own learning. There is much evidence that critical thinking can be taught, so there is hope that teaching critical thinking skills can prevent negative life events from happening. In Butler's study, et al. mentioned that the ability of critical thinking is more needed in determining decisions in real life than intelligence. Therefore, this ability needs to be honed since sitting in school.

Based on the background of the above problem, this research is important to prove the effectiveness of problem-based learning model in writing discussion text on learning Indonesian. Furthermore, to see students' ability in writing after PBL is applied. Thus, the results of research can be used as a reference for teachers to make PBL as an alternative model of learning to write a text discussion and for further researchers to research and develop language learning innovation.

2. THEORETICAL REVIEW

The education system, student conditions, and environment will influence the formation of students' reasoning, creativity, and writing skills. In the process, its formation will not be possible without integrating every part of the learning program because its role is the learning process (Resmini, 2008). The Indonesian learning process is now directed to text-based learning that is oriented towards students' ability to compose text. Text is seen as a language object, which provides information and provides a stimulus to produce other texts. This method of learning bases itself on text modeling and analysis of its features explicitly and focuses on the relationship between the text and the context of its use. The design of learning units directs students to be able to understand and produce text both oral and written in various contexts. For that the student needs to understand the social function, structure, and text linguistic features (Richards, 2015). Text-based learning developed by Hammond (1992) which includes four learning stages consisting of Building Knowledge of Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text.

In writing lessons, the four stages above must be implemented. Ideal writing materializes when teachers are not only cramming theories, but providing writing exercises to their students because they can be taught inductively, ie found in the process of training. In Bahasa Indonesia the text is distinguished on five kinds,

that is text that is describing, explaining, expressing, influencing, and telling. In this study, the text in question is the text of the discussion belonging to the text expressing an opinion. In writing this text, often an author encounters obstacles, as Zainurrahman (2011) points out, difficulty choosing topics, lack of material, beginning and ending writing, structure, and alignment of content.

Tarigan (2008) states that discussion is the process of engaging two or more individuals by exchanging information to solve problems. Discussion texts are texts that address a controversial issue, viewed from two perspectives by exposing the arguments for support, opposition, and solutions to the issue. In the exposure of the arguments supporting and opposing sections must be supported by facts, data, author experience, as well as references from experts on authority issues discussed. Students need to be encouraged to read more about the topic they write. Referral to the expert is one indicator of the strength of the argument presented (Emilia, 2011) to explain the steps to write a discussion text among them. Therefore, in the process must demand the activeness of students think critically and creatively to provide solutions to existing problems.

PBL is a learning model that demands students' independence to solve problems. When viewed from the scheme of language learning strategies disclosed by Oxford (1990), PBL is included in the language learning strategy indirectly (social strategy). In it there are activities to ask questions, work together, and empathize with others. Problems or phenomena in real life are used as a bridge to understand a concept on a particular learning material.This is done to develop students' creative and creative thinking skills included in High Order Thinking Skills (HOTS). King, et al. (2010: 1) states that this ability is needed when a person faces a problem so that it requires the sharpness of analysis and the right decision based on the context of knowledge and experience he has. Collins (in Pasudeva, 2015) affirmed that students should be accustomed to high-order thinking in order to develop themselves in 21st century life among the critical and collaborative. Critical and creative thinking is manifested in the ability to argue against a phenomenon of community life brought into the classroom. HOTS-based release will be very effective if applied to a small class of about twenty people (Nguyen: 2017). PBL is also supported by constructivist theories of learning that emphasize the needs of learners to investigate their environment and construct their knowledge (Arends, 2008). The steps of PBL model are as follows. (1) student orientation to the problem, (2) organize students to learn, (3) help investigate independently or group, (4) develop and present problems, (5) analyze and evaluate problem-solving process. The stages in the PBL model are in line with the steps of writing a discussion text that includes choosing issues, collecting supporting data and developing it, and checking the accuracy of the content and grammar. From the results of these writings, can be seen how far the effectiveness of the model of PBL in improving students' argumentation skills.

3. RESEARCH METHODOLOGY

The research method used quantitative method with quasi experiment method type. The research design used pretest-posttest control group design.

Table 1
Research Design

Class	Initial Test	Treatment	Final Test
E	O_1	X	O_2
K	O_3		O_4

(Sugiyono, 2017)

Description:

E: Experiment Group

K: Control Group

X: Treatment using PBL model.

O_1 : Initial Test in Experiment Group

O_3 : Initial Test in Control Group

O_2 : Final Test in Experiment Group

O_4 : Final Test in Control Group

The data were obtained using four kinds of data collection methods, namely interview, test, observation, and questionnaire. Interviews were used to identify learning profiles in schools, including learning climate and students' writing skills. Observations are needed to verify the precise steps of the PBL in the experimental class. The test is given to the students to find out the extent to which students' ability to write a discussion text before and after being treated. Finally, a questionnaire is used to determine the student's response in the experimental class against the PBL model. The research instrument consists of data collection instruments and treatment instruments. Instrument of data collecting in the form of test instrument and nontes. The treatment instrument is a model approach used as a reference in the process of implementing the PBL model in the experimental class and the model is in the control class. The population of this study is class VIII SMP Negeri 1 Cimahi consisting of 12 classes. The sample consists of two classes. In this research class VIII-B becomes experimental class and class VIII-A becomes control class.

4. RESULTS AND DISCUSSION

In this section will explain the results of research and discussion to answer the formulation of the problem. To make it easier to understand, it will be divided into subsections consisting of a description of the learning profile, a description of the implementation process, and a description of the difference in capability.

4.1. Description of Learning Profile

Based on the results of interviews with teachers of Indonesian subjects in SMP Negeri 1 Cimahi, it is known that the learning of writing the text of the discussion is on the material semester 2. According to the Indonesian language learning climate teacher is quite good. Each student is given a textbook (handbook). However, sometimes students get bored when given the task to read and write in the classroom. This is because the reading that is presented is the reading contained in the textbook. Writing tasks are usually a task at home because it is not completed in the class. The learning model used by teachers is conventional. Students only combine pieces of discussion text contained in several books. Sentences written may also be the same as the original sentence contained in the book. If there is a missing structure, then the student must fill the piece. This creates boredom for students because no students are less stimulated to express their ideas and creativity.

4.2. Description of Implementation Process

Implementation of PBL model implemented in experiment class in 4 meetings. Prior to treatment, students are given preliminary tests that aim to determine the ability to write text discussions held by students. After the initial test, students are given two treatments in the form of application of PBL model in 4 meetings. Five stages in the PBL model: student orientation to problems, organizing learners to learn, helping to investigate independently or in groups, developing and presenting problems, and analyzing and evaluating problem-solving processes systematically applied in two meetings with a 2x40 minute time allocation. Similarly, the second treatment carried out in the next two meetings. After being treated for four meetings, the students were given a final test to find out the students' final writing skills in the experimental class.

4.3. Description of Difference Ability

To know the significance of PBL model on students' writing text writing ability can be done in two ways, that is statistical testing using the initial and final score of students in experiment and control class. While the practical test can be seen by looking at the condition of the students directly in the field, starting from the treatment process is given until after the treatment is completed. Data obtained by observation conducted by observer and filling questionnaire by student.

The first thing to do is to calculate the initial and final of students in the experimental and control classes. Assessment indicators used include content and technicality, ie relevance to the topics covered, main idea development into supporting ideas, systematic test structure, and grammar used. The following table presents the recapitulation of the values of the initial and final of the experimental and control classes.

Table 2

Recapitulation of Values of The Initial And Final of the Experimental and Control Classes

Value	Categories	Experiment Class		Control Class	
		Initial Test	Final Test	Initial Test	Final Test
90-100	Very Good (A)	0	0	0	0
77-89	Good (B)	3	14	1	0
64-76	Enough (C)	19	16	24	25
<64	Less (D)	8	0	5	5
Average		70,95	75,46	67,62	67,71

Based on the above table it is known that the value of the experimental class and the control class are equally increased. In the experimental group, the average value before being given treatment is 70.95. If it is associated with the KKM value at school, then this value has not reached the expected value. The mean value after treatment was given 75.46. From both these data can be seen that the increase in the average value of the experimental class reached 4.51 points. Meanwhile, the mean value in the control class before treatment was given was 67.61 and rose to 67.71. From both these data can be seen that the increase in the average value of the control class to reach 0.09 points. Based on the average initial and final test scores in the experimental and control classes, the increase in the experimental class is greater than in the control class.

Furthermore, a t-test was performed to determine the effectiveness of the PBL model given in the experimental class over the controlled model. The t-test can only be done after the data proves to be normal and homogeneous. The following is the preliminary statistical test data of the experimental and control class tests.

Table 3

The Value of the Test Statistic

Stages	Experiment Class		Description	Control Class		Description
	Initial Test	Final Test		Initial Test	Final Test	
Reliability Test	0,970	0,706	High, very high	0,843	0,853	High, high
Normality test	-0,240	-0,303	Normal	0,372	0,075	Normal
Homogeneity Test	F_{count} 2,46 F_{table} 3,16 $F_{count} < F_{table}$ (2,46 < 3,16)					Homogeneous
t-Test	t_{count} = 4,6495 t_{table} = 2,0012 level of significance 0,05 $t_{count} > t_{table}$ (4,6495 > 2,0012)					Significant differences in ability

By using degrees of freedom 58 and 95% confidence level is known t_{table} 2.0012. This means that $t_{count} >$

t_{table} or 4,6495 > 2,0012. Thus, based on the results of the test, it is concluded that the working hypothesis (H1) is acceptable, ie there is a significant difference between the ability to write the text of the discussion of grade VIII students of SMP Negeri 1 Cimahi in the experimental class by using PBL model with the ability to write text discussion of control class without using PBL model.

The practical test based on the observation of the implementation process by three observers who see the accuracy of the PBL model step implemented by the teacher. Based on observational data, teachers apply the PBL modeling steps appropriately. The problem presented in the first treatment is the National Examination (UN) Computer-based and the second treatment is sinetron. The actuality of this issue attracted students' attention because secondary schools in Indonesia began implementing the UN Computer-Based. The problem of sinetron did not escape from the daily life of students. The learning tasks are delivered clearly, so the students are easy to understand. At the information gathering stage, students are assigned to seek information related to the issues discussed. Teachers also aired a news and bring some news in the paper. Students are divided into six groups. The teacher found that several people from each group still had not raised their opinions. After a small group discussion, the students discussed the problem on a larger discussion, ie group discussions. Teachers encourage students to express opinions, but there are still some people who seem still difficult to express opinions. Discussion went smoothly, students can complement each other in providing arguments in favor and opposition. The results of the discussions that have been implemented are important points that can be used in the preparation of the discussion text.

The fourth and fifth stages are held at the second meeting. The teacher guides in the process of writing a discussion text by providing a re-understanding of the structure and rules of writing a discussion text. In practice, there are students who do not mean it and disturb the theme that is writing. When finished, students read the work to the front of the class. Finally, students and teachers jointly reflect and evaluate the problem-solving process, this evaluation is a reflection of the learning that has been done and that the errors in this lesson do not reoccur in the next lesson. At the second treatment time, learning takes place with an additional 10 minutes of planned time allocation as the class is not conducive. In general, teachers have guided students to solve problems, students were seen enthusiastic and serious in the process of solving the problem.

In addition to the observations, the results of the questionnaire showed 30 students stated that the problems presented close to their daily lives. Learning by applying the PBL model can motivate them to learn to solve problems as revealed by 26 students. The PBL model can enable 26 students to write a discussion text. After writing the text of this discussion 18 students were motivated to write in the future, while the other 12 were not motivated to write. Based on these data, it can be concluded that the PBL model can be used as an alternative learning model of discussion text writing. The questionnaire results can be seen in the following graph.

Graph 1

Recapitulation of Data Questionnaire
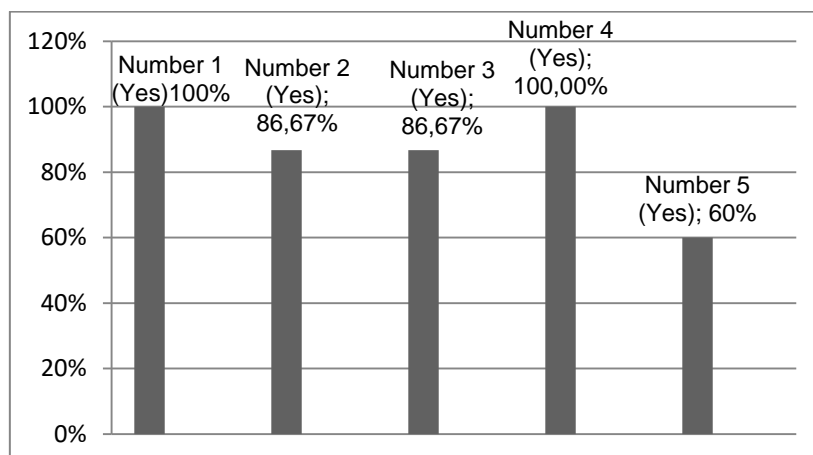
An overview of improving students' writing skills can be seen from the writing in the final test. In the final test in the experimental class, errors made during the initial test can be minimized even though not fully. Arguments are not solely based on the author's experience, but are supported by reference. In accordance with those disclosed by Emilia (2011) that reference can reinforce the statement, thus convincing the reader. If students read references when writing discussion text should be reminded to quote and refer according to

the rules. This is to avoid plagiarism. However, there is still a text of discussion that has not shown the sharpness of the problem raised and the less systematic exposure of the argument. This happens because some students are not serious when discussing, whereas this stage aims to form a complete understanding of the student's structure and content that should be contained in the discussion text. Writing errors are still difficult to remove because outside the subjects of the Indonesian language there is no necessity to write according to the rules of the Indonesian language well and correctly. In the use of effective sentences and grammar, students are better than ever before. However, there are still foreign terms that are not written in italics.

As for the final test in the control class, there is a discussion text that the arrangement is not systematic, thus confusing the reader. It can be concluded that the students have not understood the structure of the discussion text. The order of sentences is still ambiguous and not in accordance with the grammar. Learning exercised in the control class does not build the character of critical thinking students because it only sees an issue without being pushed to find a solution to the issue. In the process, the students simply copy the thoughts of others, so that in the final tests the control class of the arguments are limited and supported by the students' own personal experience.

The implications of implementing the PBL model are that students in the experimental class can (1) build motivation and confidence in writing; (2) able to pour his ideas in writing systematically, ranging from defining the problem, seek and process information related to the problem then provide solutions to the problems being faced; (3) able to develop social skills through: sensitivity to solve problems, work in teams to exchange ideas, and correlate writing with friends; and (4) write with correct and communicative Bahasa Indonesia.

5. CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research and discussion of empirical research data, obtained the following conclusions: (1) The ability to write text discussion class VIII SMP Negeri 1 Cimahi in general are in moderate category. Some students can write a discussion text well, although there is a small part that has not been able to express its views systematically in writing, (2) In the process of implementing the PBL model in the experimental class, the teacher has performed the stages in the PBL model appropriately, although there are some things that become obstacles, namely the limited time, facilities, and logistics required. In addition, there are still some students who are not serious when learning and interfere with other friends, (3) Based on the result of hypothesis test that has been done based on the data of the final test of the experimental class and the final test of the control class obtained the degree of freedom 58 and 95% confidence level is known t_{table} 2,0012. This means that $t_{count} > t_{table}$ or 4,6495 > 2,0012. Thus, based on the result of the test, it can be concluded that work hypothesis (H_1) is acceptable, ie there is a significant difference between writing skill of class VIII students of SMP Negeri 1 Cimahi using problem-based learning model in experiment class and model of learning in control class.

Based on the results of research and discussion of empirical research data, the following recommendations are obtained: (1) Indonesian teachers can use the PBL model in writing discussion texts that are considered suitable to assist students in improving the ability to write discussion text, (2) In each step of the PBL model, teachers must monitor students for the next stage can be done well, (3) The teacher should carefully consider the allocation of time and logistics required, (4) The researcher can then apply the PBL model in the learning of Bahasa Indonesia on different materials and class level, and deepen the factors that influence the writing ability of the students and using other learning models besides PBL that are considered suitable for improving students' writing skills, especially discussion texts. (5) In addition to PBL (teaching and learning process), there are many other learning models. The next researcher can try to test the effectiveness of a project-based learning model in writing the text of this discussion.

6. ACKNOWLEDGEMENT

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