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THE EFFECT OF PROBLEM-BASED LEARNING (PBL) ON STUDENTS' WRITING OF EXPOSITION TEXT BY THE TENTH GRADE STUDENTS OF SMKN 2 KURIPAN

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ABSTRACTS	ARTICLE INFO
<p>This study investigates the effect of Problem-Based Learning (PBL) in improving the writing skills of tenth-grade students at SMKN 2 Kuripan, specifically in composing exposition texts. Using a pre-experimental one group pretest and posttest design, the research involved 31 students from class X DPIB 1 in the 2022/2023 academic year. Writing tests, administered as pretest and posttest, served as the primary data collection instruments. The results, analyzed using descriptive and inferential statistics, including a paired sample t-test, showed a significant improvement in students' writing skills. The mean score increased from 59.65 in the pretest to 74.35 in the posttest, with notable enhancements in content, organization, language use/grammar, and mechanics. The hypothesis test confirmed the effect of PBL, as evidence by a p-value < 0.05, indicating its significant impact on students' ability to produce well-structured and coherent exposition texts. This study concluded that PBL not only improves students' critical thinking and collaboration but also enhances motivation and engagement in learning. The null hypothesis was rejected, affirming that PBL positively influences students' writing skills.</p>	<p>Article History: <i>Received: April 3rd, 2025</i> <i>Revised: April 19th, 2025</i> <i>Published: April 2025</i></p> <p>Keywords: <i>Keywords: Problem-Based Learning (PBL), Writing Skills, Exposition Text, Pretest-Posttest Design</i></p>

INTRODUCTION

Writing is one of the crucial language skills for students, especially in the context of English language learning. This skill is not only important for written communication, but also plays a role in various academic aspects, such as writing reports, articles, and other school assignments. However, many students in Indonesia, especially at the SMK level, face difficulties in writing, especially in composing well-structured exposition texts.

This study focuses on the challenges students face in mastering writing skills, particularly in producing well-structured and coherent exposition texts. Writing is a vital yet complex skill that requires mastery in several areas, including content development, logical organization, grammar, and mechanics. However, many students, especially tenth-

grade students at SMKN 2 Kuripan, encounter significant difficulties due to limited vocabulary, inadequate grammar skills, and struggles in organizing ideas logically. These issues often result in low writing performance and a lack of confidence in expressing ideas effectively. To address these challenges, the study proposes the use of Problem-Based Learning (PBL) as a solution. PBL is a student-centered instructional approach that emphasizes active learning by engaging students in solving real-world problems. This method encourages critical thinking, collaboration, creativity, and iterative skill refinement, making it particularly effective for teaching writing. The main objectives of this study are to examine the effectiveness of PBL in improving students' writing skills, measure the extent of improvement in their performance, analyze the influence of PBL on key aspects of writing such as content, organization, grammar, and mechanics, and evaluate its role in fostering critical thinking, collaboration, and engagement. The theoretical framework of this study integrates the principles of writing as a multi-stage process and the constructivist theory underpinning PBL.

Writing is described as a step-by-step process that involves brainstorming, drafting, revising, and editing, requiring mastery of elements like clarity of ideas, structural coherence, grammatical accuracy, and polished mechanics. Meanwhile, PBL, rooted in constructivist theory, immerses students in authentic problem-solving tasks, enabling them to develop a deeper understanding of the subject, collaborate effectively, and refine their skills through practice and feedback. Previous studies have shown that PBL is highly effective in improving students' academic performance, including writing skills, as it aligns with the goals of student-centered and active learning. By implementing PBL, this study aims to provide insights into an innovative teaching method that can overcome students' writing challenges and contribute to their overall academic success.

RESEARCH METHODS

The methodology used in this study to examine the effectiveness of Problem-Based Learning (PBL) in improving the writing skills of tenth-grade students at SMKN 2 Kuripan.

1. Research Design: The study employs a pre-experimental design with a one-group pretest-posttest approach. This design involves assessing students' writing performance before and after the implementation of PBL to determine its effectiveness. The pretest serves to evaluate the students' initial abilities, while the posttest measures improvements after the intervention. This design allows for a focused analysis of the impact of PBL on writing skills, particularly in composing exposition texts.
2. Population and Sample: The population of this study consists of all tenth-grade students at SMKN 2 Kuripan during the 2023/2024 academic year. The sample is selected purposively and includes 31 students from class X DPIB. These students were chosen based on their challenges in writing and their suitability for the research objectives. The small sample size ensures a manageable scope and allows for detailed observation and analysis of the effects of PBL.
3. Data Collection Techniques and Instrument Development

The primary instrument used for data collection is a writing test, which includes a pretest

and a posttest designed to assess students' ability to write exposition texts. These tests evaluate students' writing across key aspects such as content, organization, grammar, and mechanics. The data collection process involves two main stages: Pretest: Administered before the implementation of PBL to assess students' initial writing performance. Posttest: Conducted after the PBL intervention to evaluate the improvement in students' writing skills. The writing test was developed based on curriculum standards and validated by experts to ensure its reliability and relevance. The scores are analyzed to measure the effectiveness of PBL in addressing specific writing challenges.

4. Data Analysis Techniques

Data analysis involves both descriptive and inferential statistics. Descriptive statistics (mean, median, mode, standard deviation) are used to summarize the students' performance on the pretest and posttest, providing an overview of their progress.

5. Inferential statistics, specifically the paired sample t-test, are used to test the hypothesis. The t-test determines whether the differences in students' pretest and posttest scores are statistically significant. The significance value ($p < 0.05$) serves as the criterion for accepting or rejecting the null hypothesis. The chapter concludes by emphasizing the methodological rigor of the study and the systematic approach to evaluating the impact of PBL on students' writing skills. The combination of descriptive and inferential analyses ensures a comprehensive understanding of the intervention's effectiveness.

RESEARCH FINDING AND DISCUSSION

This study aims to evaluate the effect of Problem-Based Learning (PBL) on exposition text writing skills of grade X students at SMKN 2 Kuripan. Data were collected through writing tests conducted before (pre-test) and after (post-test) the implementation of PBL. The results of the analysis showed a significant improvement in students' writing skills. The research question investigated whether Problem-Based Learning (PBL) has a significant effect on teaching the writing of exposition texts. The findings demonstrated:

1. A significant improvement in students' writing skills, as evidenced by the increase in mean scores from 59.65 (pre-test) to 74.35 (post-test).
2. PBL positively influenced all aspects of writing, including content, organization, grammar, and mechanics.
3. Statistical analysis (paired t-test) confirmed the effectiveness of PBL, with a significance value of 0.000 (< 0.05), leading to the acceptance of the alternative hypothesis.

PBL reinforced existing pedagogical theories, such as:

1. Constructivist Learning Principles: PBL aligns with these principles by emphasizing student-centered, active learning through real-world problem-solving.
2. Critical Thinking and Collaboration: The method fosters skills essential for writing exposition texts, such as analyzing topics, constructing arguments, and organizing ideas logically. While the research primarily validated existing theories, it also contributed nuanced insights:
3. PBL's group-oriented and contextual approach specifically benefits vocational education

- students, demonstrating its adaptability across educational contexts.
4. The findings suggest that integrating PBL into writing instruction can address specific challenges (e.g., structuring texts, understanding language features) more effectively than traditional methods.

Table 1: Paired Sample T-test

Pair 1: PRETEST - POSTTEST	
Mean	-14.710
Standard Deviation	10.768
Standard Error mean	1.934
95% Confidence Interval of the Difference	(Lower) (Upper) -18.659 -10.760
t	-7.606
df	30
Sig. (2-tailed)	.000

Based on the results above, the significance value (2-tailed) was $0.000 < 0.05$, indicating a significant difference between the pre-test and post-test scores. This results indicates that the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected. It meant that the Problem-Based Learning method was both appropriate and effective for teaching writing of exposition text.

CONCLUSION

This study has shown that the application of Problem-Based Learning (PBL) has a significant positive influence on the exposition text writing skills of X grade students at SMKN 2 Kuripan. Through the PBL method, students not only learn to write, but are also directly involved in the learning process that is relevant to their daily lives. This helps them understand the importance of writing skills in a broader context.

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