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THE IMPLEMENTATION OF PROBLEM BASED LEARNING METHOD IN TEACHING WRITING PROCEDURE TEXT ON NINTH GRADE AT MTsN 01 BINJAI

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Abstract

The purpose of this research was to know the implementation of PBL method and to know the effect of PBL method on the students' ability in writing procedure text on ninth grade at MTsN 01 Binjai. This research used a quantitative approach with a pre-experimental design, specifically a one-group pretest-posttest design. The population in this research was all ninth grade consisting of ten classes. The sample for this research was class IX-7 which consisted of 22 students and was selected using by purposive sampling technique. This research used a writing test in the form of procedure text in collecting data and research instruments. This research carried out three treatment meetings. Data were analyzed using the T-test. The results of this research indicated that the implementation of the Problem Based Learning (PBL) method was carried out according to the five existing stages, where each stage in the writing learning process had outcomes at each step and contributed to the achievement of effective learning to improve students' writing ability. Another result showed that there was improvement in students' writing abilities. This is proven by the significant improvement between students' pre-test and post-test scores. The average students' score increased from 52.72% (pre-test) to 83.63% (post-test) and statistical results using the t-test between pre-test and post-test were 30.91% (680). This means that students' writing results improved after implementing the PBL method. The PBL method is also a learning method that is able to have a positive effect on students' writing skills in procedure text.

Keywords: *Problem Based Learning Method, Teaching writing, Writing skill, Procedure text.*

INTRODUCTION

Writing is essential in language learning as it allows students to express ideas and emotions while fostering critical thinking and creativity (Carroll, 1990). Writing also improves problem-solving skills (Bicer et al., 2013) and contributes to academic success (Cooper, 2012). Writing is a productive skill that enables individuals to express ideas, thoughts, and emotions in written form. According to Tarigan (2014), writing allows indirect communication by transforming inner thoughts into comprehensible text. Compared to other language skills, writing is considered more complex as it requires organization, clarity, and accuracy (Wagiyo, 2021). Harmer (1991) classifies writing as a productive skill, emphasizing the learner's role in generating language. Writing serves various purposes, such as informing, persuading,

entertaining, and expressing feelings (Kristiantari, 2004; Miller, 2006). The writing process generally involves four stages: planning, drafting, editing, and producing a final version (Harmer, 2004). Effective writing depends on five key components: content, organization, vocabulary, grammar, and mechanics (Brown, 2007; Thornbury, 1999; Oshima & Hogue, 1991). Additionally, writing encompasses several text types, such as descriptive, recount, narrative, and procedural texts, each with specific purposes and structures (Anderson & Anderson, 1997; Knapp & Watkins, 2005; Larson, 1984). Understanding these types helps students improve their writing proficiency in various contexts.

Procedure text is a form of writing designed to explain how something is made, done, or used. It presents a sequence of steps in a clear and systematic manner to help the reader accomplish a specific task. As Mahsun (2014) explains, procedure text provides guidance on a set of actions that must be followed in order to achieve a particular outcome. Common examples of procedure texts include recipes, user manuals, game instructions, and experiment guidelines, which are used in various aspects of daily life.

The structure of a procedure text typically consists of three main elements: the goal, materials, and steps. The goal introduces what is to be achieved, the materials section lists the tools or ingredients required, and the steps provide a logical order of actions to complete the task. According to Wadirman (2008), this organization ensures clarity and effectiveness in delivering instructions. For instance, in the procedure of making Dalgona coffee, the goal would state the objective, the materials would list the coffee, sugar, and tools needed, and the steps would guide the reader through mixing, whipping, and serving.

In terms of language features, procedure texts commonly use imperative sentences to give direct instructions, such as “mix,” “cut,” or “pour.” Tuhfah (2017) notes that they also employ chronological sequence markers like “first,” “then,” and “finally,” as well as adverbs to provide additional details. Furthermore, they are written in the simple present tense, reflecting their function as real-time guides. Visual aids like diagrams or photos are often included to enhance understanding and reduce the likelihood of error (Suherli, 2017).

A sample procedure text on making orange tea, as presented by Fahmi (2019), demonstrates the typical features: short commands, sequential connectors, present tense verbs, and action-based vocabulary. This illustrates how procedure texts aim not only to inform but to ensure that readers can follow instructions accurately and effectively.

However, many students face difficulties in writing procedure text in terms of organizing ideas, using grammar, and developing content (Rahmawati in Setyowati & Sukmawan, 2016). One important genre taught in schools is procedure text, which provides step-by-step instructions (Khanza & Nufus, 2019). Anderson and Anderson (2003) explained that such texts help readers complete tasks effectively. At MTsN 01 Binjai, many students struggle with writing due to limited teaching methods and low motivation. Teachers often rely on routine approaches, making learning less engaging (Nurbaqiah, 2011). According to Mbato (2013), English instruction at MTsN 01 Binjai tends to be teacher-centered and exam-focused.

Problem Based Learning (PBL) offers a student-centered alternative that encourages active learning and real-world problem solving (Arends, 2008). Delisle (1997) in Abidin (2014) stated that PBL enhances students’ thinking skills. Previous studies support the use of PBL in writing instruction. Hairuddin et al. (2018) found that PBL improved writing ability. Anggraeni (2019) reported its effectiveness in teaching recount text. Zahra and Samsi (2022) showed that PBL made writing more enjoyable and meaningful. This study focuses on implementing PBL to improve writing procedure text in ninth-grade students at MTsN 01 Binjai.

Problem-Based Learning (PBL) is an instructional approach that originated in the early 1970s, introduced by Howard Barrows at the Southern Illinois University School of Medicine.

Initially applied in medical education, PBL was designed to immerse students in real-life clinical scenarios, encouraging them to actively engage in the problem-solving process. Over time, the method has been widely adopted across various disciplines, including science, engineering, and secondary education, due to its effectiveness in promoting deep understanding and critical thinking.

Barrows and Tamblyn (1980) define PBL as a student-centered pedagogy that emphasizes the development of problem-solving skills through the exploration of real-world issues. Barrows (1986) later emphasized that the method fosters critical thinking by involving learners in diagnosing problems, analyzing data, and constructing solutions collaboratively. This approach shifts the learning paradigm from passive reception of information to active inquiry and knowledge construction. Arends (2008) expanded on this concept by highlighting that PBL challenges students to work together in identifying authentic problems, seeking relevant information, and proposing viable solutions, all while the teacher acts as a facilitator.

Ibrahim and Nur (2013) describe PBL as an approach that stimulates students' thinking by confronting them with real-life challenges that demand critical responses. Similarly, Dasna (2015) views PBL as a process that requires learners to analyze given situations, formulate hypotheses, and derive solutions through reasoning and collaboration. Maurer and Neuhold (2012) add that PBL enhances the learning experience by making it more relevant and engaging, as it is directly connected to students' lives and future professional contexts. In line with this, the Indonesian Ministry of Education and Culture (Kemendikbud, 2013, in Abidin, 2014) has also recognized the value of PBL in fostering curiosity and independent learning among students through meaningful problem-solving activities.

In the context of writing instruction, PBL serves as an effective platform for developing not only linguistic and organizational competence, but also higher-order thinking skills. Arends (2008) explains that students in a PBL environment are encouraged to engage with a writing problem, gather information, collaborate with peers, and ultimately present a well-structured written product. This process nurtures autonomy, reflective thinking, and the ability to articulate ideas clearly and coherently.

Despite its advantages, PBL is not without challenges. Suyadi (2013) argues that PBL enhances conceptual understanding, encourages active learning, and prepares students to apply knowledge in real situations. However, Nurhadi (2014) notes that PBL requires more instructional time, demands a redefinition of teacher and student roles, and relies heavily on the formulation of meaningful and relevant problems. Furthermore, if students are not interested in or do not relate to the problem presented, their motivation and engagement may decrease, reducing the overall effectiveness of the learning process.

Overall, Problem-Based Learning offers a dynamic, inquiry-driven model that places students at the center of the educational experience, fostering not only content mastery but also the critical and reflective skills essential for lifelong learning.

METHODS

This study employed a quantitative approach to examine the effectiveness of the Problem-Based Learning (PBL) method in enhancing students' writing skills, particularly in composing procedure texts. The researcher selected a pre-experimental design, specifically the one-group pretest-posttest design, to measure the students' progress before and after the implementation of PBL. A pre-test was administered to assess the students' initial ability in writing procedure texts. Following this, the PBL method was applied as a treatment during the

instructional process. After the intervention, a post-test was conducted to evaluate any improvement in the students' writing skills. The results from both tests were compared to determine the impact of the PBL method on the students' performance.

This design was chosen because it allows the researcher to observe changes by comparing data collected before and after the treatment within the same group. The implementation of this method aimed to reveal whether PBL significantly influenced the students' ability to write procedure texts in the ninth grade at MTsN 01 Binjai.

The population of this study consisted of all ninth-grade students at MTsN 01 Binjai, which included ten classes. The researcher selected the sample using purposive sampling, focusing on one class that met specific criteria relevant to the research objectives. Class IX-7 was chosen as the research sample because the students in this class exhibited characteristics aligned with the study's focus: low interest in writing, difficulties in understanding materials, problems in structuring texts and using grammar, and overall low writing performance. These factors motivated the researcher to implement the Problem-Based Learning (PBL) method as an alternative strategy to address these challenges and improve students' writing skills.

This study employed test instruments to collect data on students' writing skills. The researcher used a pre-test and post-test to assess students' ability in writing procedure texts before and after the implementation of the Problem-Based Learning (PBL) method. The same test items were used for both the pre-test and post-test to ensure accurate measurement of learning improvement, as recommended by Gay et al. (2009) and Purwanto (2010). The selection of identical test items aimed to provide reliable comparisons of students' performance before and after the treatment. This instrument was chosen because it effectively captures changes in students' writing skills and allows the researcher to determine the effectiveness of the PBL method.

In conducting this research, the researcher applied a structured procedure consisting of three main stages: pre-test, treatment, and post-test. This procedure ensured consistency and accuracy in measuring the students' writing skills, as suggested by Neuman (2014). The pre-test was administered on September 21st, 2024, to assess the students' initial ability in writing procedure texts before the implementation of the PBL method. The treatment was conducted over three sessions (September 26th, 28th, and October 3rd, 2024) using the Problem-Based Learning (PBL) method. The implementation followed five key steps: (1) orienting students to the problem, (2) organizing students in learning, (3) guiding student investigations, (4) developing and presenting work, and (5) analyzing and evaluating the problem-solving process. The post-test was given on October 5th, 2024, after all treatments were completed. It aimed to measure the improvement in students' writing skills and to evaluate the effectiveness of the PBL method.

FINDING AND DISCUSSIONS

This study aimed to investigate the improvement of students' writing skills in procedure texts through the implementation of the Problem-Based Learning (PBL) method. To evaluate the students' progress, a pre-test was administered prior to the treatment, and a post-test was conducted afterward. The pre-test was carried out on September 21st, 2024, during the first meeting. At this stage, the researcher conducted an introductory session with the students and explained the objectives of the study. The pre-test consisted of a writing task in which students

were asked to write a procedure text with the topic "How to Send a Video from TikTok to WhatsApp". Students were given 40 minutes to complete the task. This test aimed to assess the students' initial ability in writing procedure texts before the PBL method was applied.

Based on the scoring results, the average pre-test score of class IX-7 MTsN 01 Binjai was 52.72, indicating that the students generally had difficulties in writing. The detailed average scores for each writing aspect were as follows: content: 8.86, grammar: 11.59, organization: 8.86, vocabulary: 13.18, mechanics: 10.22.

These results showed that the students faced challenges across all aspects of writing, particularly in content and organization, which are fundamental in constructing a clear and coherent procedure text. Following three sessions of treatment through the PBL method (conducted on September 26th, 28th, and October 3rd, 2024), the post-test was administered on October 5th, 2024. Students were assigned a similar writing task to assess the improvement in their writing skills after the implementation of the method. The average post-test score was 83.63, indicating a significant improvement. The detailed average scores for each aspect were as follows: content: 16.13, grammar: 15.45, organization: 19.31, vocabulary: 16.81, mechanics: 15.90.

These findings demonstrate that the students made notable progress in all five writing components. The most substantial improvement was observed in the organization aspect, followed by vocabulary and content, which reflected a clearer structure and improved language use in the students' writing after treatment.

In conclusion, the comparison between the pre-test and post-test results provided strong evidence that the implementation of the Problem-Based Learning (PBL) method had a positive impact on students' writing ability in procedure texts. The improvement in the students' scores across all writing aspects supported the effectiveness of PBL in enhancing writing skills. In the post-method era proposed by Richards and Rodgers (2001), the method refers to a specific instructional model or system based on a particular theory of language and language learning. What Richards and Rodgers said about the above approaches and methods is also in line with what Zakeri (2014) viewing that practitioners in English Language Teaching (ELT) are no longer comfortable with only one method of teaching, especially after the emergence of the post-method era concept.

This study aimed to examine the implementation of the Problem-Based Learning (PBL) method in teaching writing procedure texts to ninth-grade students and its effect on students' writing abilities. The findings showed a significant improvement after the implementation of the PBL method, with the average score increasing from 52.72 (pre-test) to 83.63 (post-test), indicating a gain of 30.91 points. Moreover, the finding showed 30.91% (680) as the statistical results using the t-test between pre-test and post-test. The PBL method helped the students better understand the structure and language features of procedure texts, allowing them to write in a more organized and systematic way. Moreover, the students were encouraged to think critically and solve real-life problems through writing tasks such as "How to send a file via email" or "How to edit Twibbon using Canva."

These results support Arends' theory (2008) regarding the five effective stages of PBL and align with previous research by Sari et al. (2021), which also found that PBL improved students' writing and problem-solving skills. While prior studies focused on scientific writing, this study emphasizes procedure texts, yet both demonstrate the effectiveness of PBL in enhancing writing abilities. Practically, PBL fosters interactive, student-centered learning and can be beneficial even for students with low writing skills. However, successful application requires clear problem formulation and sufficient time for collaboration. Although this study was limited to one class and one text type, it suggests that PBL could be adapted to other genres,

such as narrative or expository texts. Future research is recommended to explore the use of PBL with a larger sample and across different text types to strengthen the generalizability of the findings.

CONCLUSION

The implementation of the Problem-Based Learning (PBL) method in teaching writing procedure text to ninth-grade students significantly improved their writing abilities. Through its five structured stages, PBL helped students understand text structure, develop ideas, and solve problems effectively. This was evidenced by a significant increase in test scores—from 52.72 (pre-test) to 83.63 (post-test), with a score difference of 30.91. The T-test result (12.720) also confirmed the effectiveness of the method, exceeding the T-table values at both 5% and 1% significance levels. Therefore, PBL is considered an effective and practical method for enhancing students' writing skills, especially in writing procedure texts.

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