

Implementation of Problem Based Learning in Writing Persuasive Texts in Indonesian Language Course

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Abstract

Writing skills are one of the most important language skills in the academic world. This study aims to (1) examine the stages of implementation of the Problem Based Learning (PBL) learning model (2) describe the implementation of the Problem Based Learning (PBL) learning model in learning to write persuasive texts in the General Indonesian language course. The method used is descriptive qualitative research with a case study design. The research subject is a first-semester student of the University of Bengkulu. Data collection techniques include observation, interviews, documentation, and writing tests (pretest and posttest). Data analysis is carried out using an interactive analysis model that includes three stages: data reduction, data presentation, and conclusion drawn. The results of the study show that the implementation of PBL runs through five main stages, namely: problem identification, task organization, independent investigation, preparation of solutions in the form of persuasive texts, and evaluation/reflection. Problem Based Learning is effectively applied in learning to write persuasive texts and can be used as an alternative approach to learning Indonesian in higher education.

Keywords

Indonesian Language Learning, Persuasive Texts, Problem Based Learning, Students, Writing.



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INTRODUCTION

Writing skills are one of the most important language skills in the academic world. One type of text that must be mastered by students is persuasive texts, which aim to influence readers to accept ideas or take certain actions. However, in practice, many students have difficulty writing persuasive texts effectively.

Problem Based Learning (PBL) is a learning approach that is oriented towards solving real problems that are relevant to students' lives. PBL is believed to be able to improve students' critical thinking skills, argumentative skills, and creativity in writing. Therefore, this study aims to examine the implementation of PBL in learning to write persuasive texts in general Indonesian courses.

Writing skills are one of the basic skills that must be mastered by students in higher education, including in the context of learning the Indonesian General Course. One type of text that requires sharpness of thinking and the ability to argue is persuasive texts. This text not only requires good language mastery, but also the ability to convey ideas logically and influence readers. However, the reality in the field shows that many students still have difficulty writing persuasive texts effectively. This is shown by the lack of a strong argument structure, the use of inappropriate language, and the weak appeal of the writing to readers.

One of the main causes of the low quality of student writing is the learning approach that is still conventional and does not actively involve students in the process of critical thinking and problem solving. Therefore, an innovative learning model is needed that is able to develop students' critical, creative, and communicative thinking skills. One of the relevant approaches to overcome this problem is the Problem Based Learning (PBL) model.

The Problem Based Learning model is a learning approach that emphasizes solving real problems as a means to build knowledge and skills. In the context of learning to write persuasive texts, PBL can provide stimulus in the form of actual problems that require students to formulate arguments, find supporting data, and compile texts that are able to influence readers. Through this process, students not only learn to write, but also learn to think critically and systematically.

Based on this background, the author felt the need to conduct research entitled Implementation of Problem Based Learning in Learning to Write Persuasive Texts in the General Indonesian Language Course at the University of Bengkulu. The problem is (1) how are the stages of implementation of the Problem Based Learning (PBL) learning model, (2) how effective is the implementation of the Problem Based Learning (PBL) learning model in learning to write persuasive texts in the General Indonesian Language course. To get a solution to the above problems, it is necessary to set the research objectives, namely (1) to examine the stages of implementation of the Problem Based Learning (PBL) learning model, (2) to describe the implementation of the Problem Based Learning (PBL) learning model in learning to write persuasive texts in the General Indonesian Language course.

In order for the research objectives to be achieved, the following stages need to be carried out, namely: problem orientation stage: students are given contextual cases or problems that are relevant to real life and related to the topic of persuasive texts, lecturers facilitate initial discussions to understand the context and learning objectives. The next stage of learning organization, namely students are grouped and given time to identify problems, as well as design solution strategies, lecturers direct with *scaffolding* questions and writing rubrics, independent investigation: students seek information, discuss, and explore ideas to support arguments in their persuasive texts, development and presentation of results: students write persuasive texts individually or in groups based on the results of discussion and investigation, the results of the writing are then presented or discussed in class. Furthermore, namely analysis and evaluation in the form of lecturers and students reflecting together on the learning

process and the quality of the persuasive text produced, lecturers provide feedback using the assessment rubric.

In the evaluation stage, namely the implementation of the pretest before the application of the PBL model, to determine the initial ability of students to write persuasive texts. Furthermore, the implementation of posttest after the implementation of PBL is to determine the improvement of writing, interviewing and observation skills to obtain qualitative data regarding student responses to problem-based learning. In the data analysis stage, namely: data from observations, interviews, and documents are analyzed using the Miles, Huberman & Saldaña (2019) model: in the form of: data reduction → data presentation → conclusion drawn. The results of the pretest-posttest test are analyzed in a quantitative descriptive manner (e.g., an increase in average score).

In the last stage, namely reporting: lecturers compile research results reports in the form of descriptive narratives, lecturers report the effectiveness of PBL implementation on students' persuasive text writing ability, recommend PBL learning models for the development of Indonesian language learning in universities.

METHODS

This research uses a qualitative method with a type of qualitative descriptive research. The purpose of this approach is to describe in depth the implementation of the Problem Based Learning (PBL) model in learning to write persuasive texts in the General Indonesian Language course. According to Creswell (2019), the qualitative approach is used to understand the meaning that individuals build towards a phenomenon in its social and cultural context. This research is also a case study, because it focuses on one specific classroom context in a specific space and time (Yin, 2018).

The population in this study was 27 students of the Indonesian Language Laboratory Class (A) of the University of Bengkulu and a sample of 27 people was taken using the purposive sample technique. The data collection technique is in the form of a test. This technique is used to obtain data on students' ability to write persuasive texts. The research instrument uses a persuasive text writing test sheet with the theme "prohibition of Drug Consumption". The data analysis technique in this study uses descriptive statistics with a mean calculation formula to obtain the average value of students' news text writing ability by combining the scores of researcher 1 and researcher 2. The steps in analyzing the data: (1) reading and examining the news text written by students in accordance with the assessment rubric and assessment instrument, (2) providing assessment scores and assessment instruments, (3) describing and grouping the value of the ability to write news texts based on the average formula calculated from a single distribution data.

Polit & Beck, 2009 (in Wiwin, 2018: 83) Qualitative descriptive is a term used in qualitative research for descriptive studies, this type of research is generally used in social phenomenology. The data sources are lecturers and students in the first semester. The validity test of the data uses theory (Miles and Huberman, Michael, 2014 in Priyanto et al., 2022). This validity test is used to

determine the extent of the validity of the data obtained from questionnaires and interviews with lecturers.

The data sources in this study are student writings (pre-test & post-test) documents, PBL learning observations, student questionnaires about PBL perceptions in the form of questionnaires and lecturer interviews related to the application of PBL. Data from observations and interviews were analyzed descriptively: identifying patterns of application of PBL stages (problem orientation, discussion, investigation, presentation, reflection), describing the responses of students and lecturers to learning models, drawing the meaning of the learning interaction process and changing students' attitudes in writing persuasive texts.

The design of the research is as follows:

| | | |
|----|-----------|---|
| Q1 | Treatment | Q |
|----|-----------|---|

Caption X1 = Pretest, X2 = Posttest

The instrument was in the form of interviews with lecturers and semi-structured students. The validation of the instrument was carried out through expert tests and trials limited to 20 students outside the research sample and conducted pretests and postes to measure the improvement of persuasive text writing skills before and after the implementation of PBL.

Table 1. Average Pretest and Posttest scores

| Assessment Aspects | Pretest | Posts | <i>N-Gain</i> |
|-------------------------------|---------|-------|---------------|
| Text structure | | | |
| Content and arguments | | | |
| Language | | | |
| Creativity and persuasiveness | | | |
| Overall average | | | |

To determine the effectiveness of student learning, etc., the *Ngain value* is used with the formula

$$N-Gain = \frac{(X2-X1)}{(X3 -X1)}$$

Remarks: X1 = Pretest Score, X2 = Posttest Score X3 = Maximum Score. Meanwhile, to find out the level of effectiveness, the following determination is used

Table 2. Criteria for the effectiveness of using *Ngain*

| Yes | <i>N-Gain</i> | Category |
|-----|---------------|----------|
| 1 | > 0.7 | Height |
| 2 | 0.3 - 07 | Medium |
| 3 | < 0.3 | Low |

FINDINGS AND DISCUSSION

This research was conducted on 1st semester students in the General Language Course of the University of Bengkulu. The purpose of this study is to describe how the implementation of the Problem Based Learning (PBL) model is applied in learning to write persuasive texts, as well as how the students' responses and results after participating in the learning.

Implementation of Problem Based Learning in the Classroom

This research was conducted in the Indonesian Language General Course class with a focus on persuasive text writing skills. The learning process using the Problem Based Learning (PBL) model was applied during several meetings through the following stages:

- 1.1. Problem orientation: Students are faced with social issues, namely the misuse of funds (corruption).
- 1.2. Information and data collection: Students search for relevant sources of information from news, articles, and online media.
- 1.3. Group analysis and discussion: Students work together to formulate logical arguments and seek persuasive points of view.
- 1.4. Persuasive text structure: Each group writes a text based on the solution they designed.
- 1.5. Presentation and reflection: The text is presented and evaluated together.

During implementation, lecturers play the role of facilitators who guide the direction of discussion, while students become active subjects who construct ideas and write based on the results of problem solving.

Student Activities and Participation

Observation data showed a significant increase in student activity and participation during learning. Students were more enthusiastic about discussing because the topics raised were relevant to their social reality, there was an increase in the ability to argue, formulate logical opinions, and use effective persuasive language, writing activities became more meaningful, because writing departed from the results of analysis and factual data, not just imagination or text examples given by lecturers. Based on observation sheets, 80% of students were actively involved in group discussions and 90% produced texts that met the structure and rules of persuasive texts.

Results of Persuasive Text Writing Ability

The assessment is conducted based on four main aspects: content suitability with the persuasive topic and purpose, text structure (thesis, argument, and reaffirmation), linguistics (word choice, cohesion, and coherence), and creativity and strength of argument.

The results showed a significant improvement in writing ability between pre- and post-PBL implementation

Table 3. Average Pretest and Posttest scores

| Assessment Aspects | Pretest | Posts | <i>N-Gain</i> |
|-------------------------------|---------|-------|---------------|
| Text structure | 68 | 84 | 0.5 |
| Content and arguments | 70 | 88 | 0.6 |
| Language | 72 | 85 | 0.45 |
| Creativity and persuasiveness | 66 | 86 | 0.58 |
| Overall average | 69 | 86 | 0,55 |

Based on the table of 5.1 the top N-Gain can be calculated using the formula

$$N\text{-Gain} = \frac{(86-69)}{(100-69)} = \frac{(17)}{(31)} = 0,55$$

The data shows that the effectiveness of PBL in improving students' persuasive text writing skills is in the medium category

From the results of interviews with students and lecturers of the Indonesian Language Education study program, several findings were found, namely: students find it easier to write because they have the basis of real problems that must be solved, learning becomes more challenging and fun, because students are directly involved in searching. As a solution, lecturers (Mutiara Widya Utami, M.Pd, Meli Afrodita, M.Pd as lecturers of the Indonesian Language Education Study Program) assessed that PBL is able to foster independent thinking, group responsibility, and academic communication skills, the main challenge that arises is the difference in the ability to write persuasive texts between students and the choice of words / diction used by students in writing so that lecturers need to provide individual feedback.

The results of the analysis showed three patterns of development of writing skills: high category students showed the ability to formulate data-based arguments and logical language. Medium category students were able to write with the correct structure, but argumentation was still common, low category students initially had difficulty building theses and arguments, but improved after reflective guidance. Reflection shows that PBL facilitates constructive writing learning, because students learn from the process of critical thinking, not just imitating example texts.

In this study, there are several obstacles in implementation, namely: time management in the form of discussion with students and the preparation of texts often exceeds the duration of lectures, students' initial writing skills vary, so that some groups need intensive guidance, because the contributions between group members are not always balanced. However, these obstacles can be overcome by a clear division of group roles and the use of authentic assessment rubrics.

The implementation of PBL has a positive impact on Indonesian language learning in higher education, namely: improving students' critical and creative thinking skills in writing persuasive texts, forming reflective and collaborative attitudes during the persuasive text writing process, fostering awareness that writing is an activity of thinking, reasoning and arguing, not just composing words, and making learning Indonesian to write persuasive texts more applicable and contextual.

CONCLUSION

From the results of the study, it can be concluded that: The Problem Based Learning (PBL) Model is effectively applied in learning to write persuasive texts in higher education, PBL is able to improve students' writing skills, especially in building arguments, using persuasive language, and organizing text structures, students become more active, reflective, and responsible for their writing results. Despite the constraints in time and differences in ability, PBL still has a significant impact on the quality of writing learning.

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