Improving skills for writing explanatory texts through problem-based learning model by using chronological image media of forest fire and haze events

Indra Perdana[1], Wardani Dwi Wihastyanang[2], Lazarus Linarto [1], Joni Bungai[1]
[1]Department of English Education, Universitas Negeri Palangkaraya
[2]Department of English Education, STKIP PGRI Jombang

Article Info	ABSTRACT
	This study used a class action research (CAR) method, which was carried out in cycle I and cycle II that consists of the stages of planning, action, observation, and reflection. The data collection in this study used test and non-test techniques and to analyze the data was carried out quantitatively and qualitatively, with a classical completeness target of 85%, with a KKM value of 78, and a KKM value of attitude with a predicate (B). Based on the results, the learning process of compiling explanatory texts has increased in every aspect of his observations, with an average value of three observers of 79.7% not reaching 85% in the first cycle, increasing in the second cycle by 95.14%, or an increase of 10.14%. For the results of an increase in the composition of the explanatory text, compilation increased from the results of pre-cycle, cycle I, and cycle II by 76.3% increased in cycle I by 80% increased in cycle II with an average value of 83.3%, or with a percentage the increase between pre-cycle I to cycle I was 3.7% and between cycle I to cycle II by 15%. The results of students' responses from cycle I to cycle II experienced changes with the results of responses that were getting better or positive in cycle II related to activities learning to compose explanatory texts with Problem Based Learning (PBL) using media images of natural events of forest fires and haze in Central Kalimantan that occur every year during the dry season.

Corresponding Author:
Wardani Dwi Wihastyanang,
Departement of English Education,
STKIP PGRI JOMBANG,
Jl. Pattimura III/20 Jombang
Email: dani.poobe@gmail.com

1.   INTRODUCTION

One of the writing skills learned at the senior high school level is writing explanatory texts. Herman (2008) mention that it is one of text types categories and foundation in writing of English genre. Explanation text is a text that contains an explanation of the process of the occurrence of phenomena or events, both natural, social, and cultural phenomena (Alfari, 2018). It is a text which tells processes relating to the formation of natural, social, scientific, and cultural phenomena. It means that explanatory texts are texts which tell the process related to the formation of natural, social, scientific and cultural phenomena. It is also found in Ricoeur (1981) that mentions the the understanding of the text types. In the reality at school, writing explanatory text learning is still far from the expectations. Students get in trouble with the process of writing explanatory text learning. The ability of students in writing explanatory texts is still far from expectations, where the obstacles are these students are less motivated in writing, written texts are still less logical, students find it difficult to find ideas and develop those ones. Students weaknesses in writing explanatory

texts are found in writing the initial statement, then sequencing events systematically, and students' interpretation of the phenomena they write. The constraints of students in writing explanatory texts are related to the structure of the explanatory texts, the use of EBI (Indonesian Language Spelling), and the use of effective sentences, so that writing explanatory text of students are not qualified yet. Same as this research mentioned that there are weaknesses and shortcomings of students in writing explanatory texts. Fundamental deficiencies for students are in the systematic explanatory text structure, improper use of spelling, and linguistic elements that also influence the explanatory text, so text written by students is still far from perfection (Newby, 2014)..

The result of preliminary research and observation in the field, it can be found that learning process which has been applied rarely use learning models that match with materials and student needs in learning process, applying a static learning method which is considered not to increase the student attention in learning, so the learning process that goes on is a little boring and monotonous. The most commonly applied method is the lecture and question and answer method because it is very easy to be applied and does not require a long time.

Based on the results of a survey on the pre-cycle, it has shown that students' writing skills and motivation were still very low. This can be seen from the pre-cycle test results of 20 students of class XI IBB, obtained an average score of 76.3, referring to the KKM set by the school 78, only 5 students or 0.25% complete, and as many as 15 students or 75% of students do not reach the KKM or are incomplete. The aspects that form the basis of teacher assessment are content, content organization, originality, vocabulary selection, and language development (Murray, 2011; Mishan, 2015). The lack of writing skills in learning to compose students' explanatory texts is because the learning media used by teachers cannot attract and motivate students when learning because of the methods used in the form of methods lectures and assignments to students to discuss with improvised learning media (Sadiman, 2009; Daryanto, 2014; Arsyad, 2017).

This causes students to be bored, resulting in students becoming less concentrated so that the material is not conveyed properly to students. In line with, Nunan (2003) writing is physical and mental act. It is about discovering ideas, thinking about how to communicate develop them into statements and paragraphs that will be comprehension to a reader. It means that we must be able to elaborate ideas in order to write. But it is not as simple as we think. There are always problems when we want to write one of them is to express ideas into writing. This problem is the same with what the researchers faced when doing teaching process. Based on the researchers experience, the researchers found some problems in writing from the students. First, some of the students were confused to express and develop their ideas in writing explanantion text because they lacked of vocabulary. Second, some of the students still had difficulties to write explanantion text based on generic structure including of orientation, event, and re-orientation. Third, some of the students were confused to use the lexical grammar, especially in using simple past tense.

Based on the the problems that have been explained above, the immediate solution is needed. One of them is using a much more interesting learning model. The intended learning model is Problem Based Learning (PBL) model. PBL model is expected to make students more active, creative, innovative, and can enhance new knowledge for students. Brown et al. (2016) reports the study that PBL encourages the students to increase writing. It is a method of instructional design that encourages student learning in environments rich in context. It helps to develop the student's creativity in writing (Syarifah & Emiliasari, 2019). Thus, it is one of the alternatives taken to find solutions to improve the learning process in class XI IBB B SMAN 2 Palangka Raya is through the use of Problem Based Learning (PBL) models. Bowles (2016) stated English as Lingua Franca can be implemented with media such as images of natural events of forest fire and haze that are subscribed every year struck Central Kalimantan. Problem Based Learning has been experimented as pedagogy in various disciplines and contexts around the world and recognized as effective teaching-learning method (Duch, 2001; Swe, 2016). Unlike many conventional methods it involves students for effective learning through discussing and finding solutions of authentic problems among themselves (Dastgeer, 2015).

In this occasion, the researchers offer to use Problem Based Learning Method in teaching and learning process to solve the students" problems in writing. Problem Based Learning is a teaching method in which complex real world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. Problem based learning is a group of teaching learning process that is focused to the process of problem solving which is faced scientifically. Thus, it follows that, PBL does not negate the significance of content, but it does not hold with the idea that content is ideally gained in the abstract, in large chunks, and memorised by rote, therefore, leading to usage and application at some later date to specific problems (Margetson, 1991 and Matsuda, 2012). Learning also facilitate student to solve the problems, communication, and group work.

Based on the explanation above this article depicts on improving skills for writing explanatory texts through problem-based learning model by using chronological image media of forest fire and haze events. This can help students in solving the problem that they often faced in writing.

2. RESEARCH METHOD

Classroom Action Research (CAR) was conducted to improve skills for writing explanatory texts through problem-based learning model by using chronological image media of forest fire and haze events. One of the triggers of forest fires and haze is the lack of knowledge of the Dayak people of Central Kalimantan in mastering agricultural technology in terms of agricultural land opening, thus causing damage to the ecosystem. The selection of learning methods those are appropriate to the characteristics of the students so that the results of the learning objectives can be achieved (Tatar, 2010).

The procedures that can be applied in the implementation of PBL model according "The PBL Process included the following stages: defining the problem, known, and unknown: determining possible solutions collecting and analizing data: the result of analysis and feedback". In other words, the PBL process goes through several stages namely defining the problem, needed, known and unknown: determining possible solutions by collecting data analysis: results and analysis.

This study uses the characteristics of research procedures adapted consists of planning, action, observation, and reflection. This research was conducted at SMAN 2 Palangka Raya which had MoU with Palangka Raya University in the activities of Lecturer Assistance in Schools (PDS). Then, the subjects of this study were 20 class XI IBB students, with the consideration that class XI IBB had learned about the Explanation Text.

In line with Amin (2015), the research data was collected through tests and non-tests. First, the test is carried out through three stages (1) the pre-action test, (2) the first cycle test, and (3) the second cycle test. Second, the non-test is to use a questionnaire to see the learning process filled by three observers, two Indonesian language teachers, and one colleague lecturer.

Qualitative data analysis techniques are used to analyze qualitative data, obtained from nontest data, i.e., data obtained from observation sheets made by three observers averaged when greater than or equal to ≥85% of observational items are met, then actions can be stopped. For the analysis of quantitative data obtained from tests of student learning outcomes can be said to be successful if classically greater or equal to ≥85% of students complete in learning.

3. RESULTS AND DISCUSSION
3.1. Calculation of Value Per Object Observed

In the Cycle I Learning Process, the learning process assessment, the average score obtained from the three observers was only 79.7% ≤ 85%, meaning that action was still needed in the second cycle.

No.	Objects Observed	Scores	Average	Observer	Amount
1.	Student attention to learning	3	3	3	3
2.	Student interest in	3	4	3	3.33
3.	Student activities	3	3	3	3
4.	Learning enthusiasm	4	4	3	3.66
5.	Fun-filled learning atmosphere	3	3	4	3.33
6.	The state of orderly learning	3	3	3	3
7.	Implementation of learning smoothly	3	3	3	3
				Total	**22.32**

In the second cycle learning process assessment, the average score obtained from three observers was only 91.14% ≤ 85%, exceeding the achievement of 85%, meaning that the action could have been stopped.

No.	Objects Observed	Scores	Average	Observer	Amount
1.	Student attention to learning	3	4	4	3.66
2.	Student interest in	4	4	4	4
3.	Student activities	4	4	3	3.66
4.	Learning enthusiasm	4	4	3	3.66
5.	Fun-filled learning atmosphere	4	4	3	3.66
6.	The state of orderly learning	4	4	3	3.66

7.	Implementation of learning smoothly	4	4	4	4
			Total		**26.64**

At the beginning of the pre-cycle achievements, an average score of 76.3 after taking action in the first cycle increased to 80. In the pre-action, only 5 students met the KKM 78, or 0.25% of students who completed classically, increased in the first cycle to 15 students or 75% completed classically. This means that there is a 50% increase from pre-action to cycle I. In the first cycle, the average value of 80 after taking action in the first cycle increased to 83.3. In Cycle I there was 15 students who fulfilled the KKM 78, or 75% of students who completed classically, increasing in cycle II to 18 students or 90% completing classically. This means that there is a 15% increase from cycle I to cycle II

Based on findings, this research can conclude that using Problem Based Learning (PBL) method has increased the students" achievement in writing explanantion text at SMAN 2 Palangka Raya. The form of the test item is writing text. According to the research finding, the researcher found that teaching writing explanantion text by using PBL method was better than without using PBL teaching method. While the researcher was doing the research, the researcher discovered some of the problems students encountered while writing explanantion text. Sukerti & Yuliantini (2018) mention that problem-based learning can also help the students to write and learn autonomusnly. The problem they had at first was they were confused about what to write. Furthermore, they were still much lacking in vocabulary, phrasing, and tenses. They were also having hard time applying their ideas. By using PBL, students" knowledge of writing grew (Grasha, 1996).

In line with Amri (2020), his research result showed that PBL had the most positive effects when the focal constructs being assessed were at the level of understanding the principles that link concept, the second level of knowledge structure. The similarity is PBL was quite effective in improving students" writing skill, and students with PBL were more superior than students who did not implement PBL, either at the high school or at the college. The findings were supported by the document analysis result score in experimental group, the percentage much more improved than in control group.

The student"s ability in writing skills especially in explanantion text was improved. The students made improvements in their individual works to write their past experience. They could improve when they were expressing their ideas in writing in using past tense correctly. It can be concluded that the implementation of using problem-based learning technique was a good technique to improve the students" writing. It was found that the students" writing skill in explanantion text was improved when they were taught by using problem-based learning. It was supported by Margetson that facilitate student to solve problem in writing can improve the students" writing skill. Finally, the researchers concluded some advantages in using problem-based learning (PBL) teaching method, such as: 1) Increasing and motivating students to learn by focusing the learning on real life scenarios; 2) Students become actively in meaningful learning; 3) Students are forced to take responsibilities in their own learning which often increase motivation; 4) Encourages critical thinking; 5) Learning is driven by challenging, open-ended problems.

4. CONCLUSION

The use of the Problem Based Learning (PBL) learning model in learning to compose the Exploration Text of natural events using pictures of forest fires and smoke haze can improve (1) the learning process and (2) the students' writing text Explanation skills. This is supported by the ability of teachers to apply the PBL model and utilize learning media that are close to the lives of students every day. Seen in the first cycle learning process score 79.7% increased in Cycle II to 95.14% ≥ 85% of the reference set. In the learning achievement of students in preparing the Explanatory Text in pre-action 76.3% increased to 75% in the first cycle, then given more action so that it increased to 90% ≥ 85% in the second cycle. In conclusion, using problem based learning teaching method can improve the ability of students in writing explanantion text well. It is recommended that PBL may be applied for teaching English writing skill to improve students' writing ability.

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