

THE USE OF GENIALLY ASSISTED *PROBLEM BASED LEARNING* (PBL) METHODS IN CLASS VIII STUDENTS' LEARNING TO WRITE EXPLANATION TEXTS

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ABSTRACT

Study This motivated by difficulties student in write text explanation, fine in determine structure, content and language text explanation. Most student Still Not yet understand in write text explanation. From the average count the can concluded that post test Skills write text explanation after use method learning problem-based learning (PBL) assisted genially in learning write text explanation to students Class VIII is influential. Skills write text Explanation is also possible achieve the specified KKM For eye Indonesian language lessons at SMP Negeri 6 Cikalongkulon is 70 students reached an average of 76.32. because that, post test Skills write text explanation seen capable reach mark from the KKM determined by the school the. Can seen when the process occurs less learning so active inside class. In the end when create or write work text explanation so found use less EYD so right. Use sign dots and commas are not used at all in the writing of these students in writing explanatory texts. It will be seen that the results of students' writing in writing explanatory texts are quite good from some of the works found in this study.

Keywords: Writing, PB, Genially, Explanatory Text.

ABSTRAK

Penelitian ini dilatarbelakangi oleh kesulitan-kesulitan siswa dalam menulis teks eksplanasi, baik dalam menentukan struktur, isi dan kebahasaan teks eksplanasi. Sebagian besar siswa masih belum paham dalam menulis teks eksplanasi. Dari rata-rata hitung tersebut dapat disimpulkan bahwa post test keterampilan menulis teks eksplanasi sesudah penggunaan metode pembelajaran problem based learning (PBL) berbantuan genially pada pembelajaran menulis teks eksplanasi pada siswa kelas VIII berpengaruh. Keterampilan menulis teks eksplanasi juga dapat mencapai KKM yang ditetapkan untuk mata pelajaran Bahasa Indonesia di SMP Negeri 6 Cikalongkulon adalah 70 siswa mencapai rata-rata 76,32. Oleh karena itu, post test keterampilan menulis teks eksplanasi terlihat mampu mencapai nilai dari KKM yang ditetapkan oleh sekolah tersebut. Dapat dilihat saat proses terjadinya pembelajaran yang kurang begitu aktif di dalam kelas. Pada akhirnya ketika menciptakan atau menulis karya teks eksplanasi maka ditemukan penggunaan EYD yang kurang begitu tepat. Penggunaan tanda titik dan koma sama sekali tidak dipergunakan dalam penulisan yang siswa tersebut dalam menulis teks eksplanasi. Akan terlihat hasil karya tulis siswa dalam menulis teks eksplanasi cukup baik dari beberapa hasil karya yang ditemui dalam penelitian ini.

Kata Kunci: Menulis, PB, Genially, Teks Eksplanasi.

INTRODUCTION

Language plays a very important role in human life. language is system of arbitrary sound symbols used by social groups in working together, or communicate and identify (Achmad and Alek, 2012:10). language is form the communication tool used to convey ideas and thoughts. So from Therefore, language is an important thing in conveying

communication which has a role in human life in communicate, both verbally as well as written language. This includes learning languages Indonesia. In carrying out eye learning lesson implemented in Indonesian in school, students learn to perform writing skills in a manner creative, reading, listening, and speaking. Writing skills are one of the language skills that are beneficial to human life, especially students. while writing, students write to express ideas in writing knowledge and experience. In writing, students expected to be able to express his thoughts using language in accordance with the rules of the Indonesian language.

Every human being needs language. Language has an important role for life between humans to communicate with each other, therefore language is also used to convey thoughts, views, and feelings in everyday life so that the relationship between language and humans is very closely related and cannot be separated in circumstances. or circumstances. certain situations. Language is a communication tool. According to Kridalaksana, language is an arbitrary sound symbol system used by members of a group to work together, interact, and in society for self-identification (Markhamah & Sabardila, 2014, p. 67). Language can be interpreted as a sound symbol produced by the human senses that is issued through the mouth. There are four language skills that students can learn to support success in learning. The language skills are listening, speaking, reading and writing. Of these four language skills cannot stand alone but are interconnected.

Learning method used in Indonesian lessons must be more interactive, creative, innovative, able to foster the potential of students to be able to think critically and avoid teacher-centered teaching methods that only provide verbal explanations. Based on these various things, researchers are trying to overcome the difficulties experienced by students in compiling explanatory texts, using the *problem based learning method*. (PBL) video - assisted.

The problem-based learning (PBL) method is learning that uses real (authentic) problems that are not structured (ill-structured) and are open as a context for students to develop problem-solving skills and critical thinking while building new knowledge. In general, the problem-based learning method aims to introduce students to a problem so that later they can find the solutions themselves. the problem based learning (PBL) method is learning in which delivery is carried out by presenting a problem, asking questions, facilitating investigations, and opening dialogue (Monterroso, 2015 p.35).

Problem based learning-based learning (PBL) is an innovative learning method that can provide active learning conditions to students where students can actively think in solving problems related to their social life. Problem based learning method of learning (PBL) is useful for helping students learn independently and provide experience, in solving everyday problems that encourage the development of one's mindset and work patterns in learning themselves (Natalia, 2017 p.2).

Genially is possible applications user in make content interactive, fine in the form of posters, info graphics, presentations, quizzes etc (Ariwibowo, 2018) . So genially is a very powerful platform for creating interactive learning experiences that will make students fall in love. In this is genially a type of product supporters to be made update in old product. So that will create matter new combined from two product the. In this is genially a type of product supporters to be made update in old product. So that will create matter new combined from two product the. Which can develop in application type this 1). Draft material and stuff discussion in form schilde. 2). The form of the video will be made object problem for identify poko discussion.

Writing is an activity of expressing ideas, thoughts, experiences and knowledge in the form of notes using letters, symbols or symbols that are made systematically so that they can

be easily understood by others. Writing is a language skill that is used to communicate indirectly, not face to face with other people (Munirah, 2015 p.4) .

According to Wikanengsih (2013 p.177) writing is a thinking activity related to reasoning. It can be concluded from several opinions that writing is a productive and expressive activity so that writers must have the ability to use vocabulary, grammar, and language structures.

Writing skill is a motor skill so it can be developed with other activities to support success in writing such as when playing while writing whatever he does. Writing skills are one of the four language skills that have an important role in human life (Juria et al., 2017 p.412) . Writing skills are language skills that are used to communicate indirectly and face to face with other people in productive and expressive activities (Sismulyasih, 2015 p.65) .

Explanatory text is a new material in learning Indonesian. This material is generally found in learning English, then due to changes in the 2013 curriculum, explanatory text material is included in Indonesian language learning for class VI I I. Explanatory text is a type of text that explains the logical relationship of several events. Explanatory text is a text that explains or explains natural phenomena or social conditions (Sari, 2016 p.3) .

According to Kosasih (2017 p.129) explanatory text is a text that explains the relationship of events or the process of something happening. So, it can be concluded that explanatory text is a text that contains the process of why and how a natural, scientific, social, cultural, and other event can occur. An event, both natural and social events that occur around us, always has a causal relationship and a process.

The skill of compiling explanatory texts in writing requires students to be able to express and develop their ideas about phenomena or problems that occur in the surrounding environment, then observe and write them down in the form of explanatory texts, so that students' knowledge, thinking power, and creativity can increase. The activity of compiling

explanatory texts is an activity carried out by students through observations and reasoning about the text (Sari, 2016 p.4).

This research was conducted based on the results of interviews with an Indonesian teacher who teaches at the school. He believes that learning explanatory texts in his school still has obstacles. Constraint Among them are the difficulties in writing explanatory texts and also the difficulty in distinguishing them from other texts both in terms of structure and content. As for other factors, schools that have just been established and remote schools are far from cities so that, in the learning process, they still use general learning methods that can already be used like the old method of learning, namely lectures. With this, the researcher tried learning methods that had not been used in the school. With the aim that students can be able to write a more varied explanatory text. Learning to compose explanatory texts using a problem-based learning method using video media of natural events, is expected to be able to attract, motivate, introduce, or show students how to compose the correct explanatory texts, so that students' skills in compiling explanatory texts will increase.

Methods are continuously changing from traditional methods to more modern learning. The learning method serves to provide a more neatly structured learning situation to provide an activity for students to achieve learning objectives. Based on the description, the writer wants to know how to use the *problem-based learning* (PBL) method with the help of genially in learning to write explanatory texts in class VIII students.

Based on the background that has been described, the formulation of the problem in this study is as follows. 1). What are the scenarios and implementations of using *the problem based learning* (PBL) method with the help of genially in learning to write explanatory texts in class VIII students? 2). How do the teachers and students of SMP Negeri 6 Cikalongkulon class VIII respond to the use of *the problem-based learning* (PBL) method with the help of genially in learning to write explanatory texts in class VIII students? 3). What are the

difficulties experienced by students of SMP Negeri 6 Cikalongkulon class VIII.a using *the problem based learning* (PBL) method with the help of genially in learning to write explanatory texts in class VIII students?

Based on the formulation of the problem this study aims to examine :). What are the scenarios and implementations of using *the problem based learning* (PBL) method with the help of genially in learning to write explanatory texts in class VIII students ?. 2). How do the teachers and students of SMP Negeri 6 Cikalongkulon class VIII respond to the use of *the problem based learning* (PBL) method with the help of genially in learning to write explanatory texts in class VIII students ? 3). What are the difficulties experienced by students of SMP Negeri 6 Cikalongkulon class VIII.a using *the problem based learning* (PBL) method with the help of genially in learning to write explanatory texts in class VIII students ?

Benefits of research According to Sulyanto (2018 p.18) the benefits of practical research explain the contribution of research results to research subjects or organizations, while the theoretical benefits explain the contribution of the research to the development of science. (Suliyanto, 2018) For teachers to be able to provide information on the effect of using *the problem based learning* (PBL) method with the help of genially on learning to write explanatory texts in class VIII students. 1). The material can be conveyed without monotonous learning so that students are interested in learning. 2). Learning in class will not cause boredom. 3. For future researchers, it is hoped that they will provide ideas as material for the development of further Indonesian language lessons. For students 1) Growing and developing learning motivation and understanding abilities, especially in Indonesian language lessons. 2) Students are more enthusiastic in learning in class because the method applied is interesting. 3) By using this method students are expected to understand the material presented by the teacher. Research assumptions as for the basic assumptions in this study as follows: 1). Writing explanatory text skills of students must be trained and fostered to

produce an interesting work. 2). It is necessary to develop alternative methods that support learning explanatory texts based on the 2013 curriculum. 3) Applying a variety of learning methods can arouse students to study hard.

In this study, there are several opinions related to research that will be carried out in the field. This opinion was obtained from several sources regarding this research. Explanatory text writing skills according to Kosasih (2017 p.129) explanatory text is a text that explains the relationship of events or the process of something happening. Explanatory text is a text that explains the process or formation of a natural or social phenomenon. In an explanatory text, an event arises because there was another event before it and this event causes another event after it. According to Kosasih (2017 p.129) the general characteristics of explanatory texts are as follows. 1) Explain the relationship between the events and the occurrence of something. 2) Explain the process of natural, social, or cultural phenomena. According to Kosasih (2017 pp.138-139) there is an explanatory text structure as follows. 1) Phenomenon identity, identifying something to be explained. It can be related to phenomena, series of events, culture and other phenomena. 2) Depiction of a series of events, as details of events that are relevant to the identification of phenomena. This section can be arranged with a pattern of causality or causality chronological. 3) Reviews, in the form of comments or judgments about the consequences of the events described previously. According to Kosasih (2017 pp. 144-145) linguistic rules in explanatory texts are as follows: 1) Using causality conjunctions, among others, *because, because, because of that, because of that, so*. 2) Using chronological conjunctions (time relations), such as *then, then, after that, finally*. 3) Using nouns that refer to the type of phenomenon, not to the pronouns that tell the story. 4) Technical words or terminology are often found in the text, according to the topic discussed. According to Kosasih (2017 p.145) The steps in writing an explanatory text are as follows: 1) Determine the topic or an event that is interesting and actual. 2) Developing a text

framework, namely by developing the main topic into more specific topic details. The topics can be arranged in chronological order or causality.

The *problem based learning* (PBL) method with video assistance method *problem - based learning* (PBL) learning is basically a process in which students are the source of problems, which can be understood here that the existing problems are problems that arise from the students themselves, but students are required to become problem solvers who caused by needing guidance from the teacher, so that students will be able to develop their knowledge with real problems or based on the experiences they experience. method *Problem based learning* (PBL) is learning that uses real (authentic) problems that are not structured (ill-structured) and is open as a context for students to develop problem-solving skills and critical thinking while building new knowledge. In general, the problem-based learning method *aims to* introduce students to a problem so that later they can find the solutions themselves. The *problem based learning* (PBL) method is learning in which delivery is carried out by presenting a problem, asking questions, facilitating investigations, and opening dialogue (Monterroso, 2015 p.35) .

Problem -based learning (PBL) is an innovative learning method that can provide active learning conditions for students where students can actively think in solving problems related to their social life. The *problem -based learning* (PBL) learning method is useful for helping students learn independently and provides experience in solving everyday problems which encourages the development of one's mindset and work patterns in teaching themselves (Natalia, 2017 p.2) . *Problem based learning* (PBL) is a learning strategy in which students or students are given problems in learning and during the implementation of learning students are directed or required to solve problems in groups or pairs (Vatoni, 2018 p. 29) . According to Sanjaya (2013 p.214) there are 3 main characteristics of the *Problem Based Learning* (PBL) Learning Strategy, namely: 1) *Problem based learning* (PBL) is a series of learning

activities, meaning that in the implementation of *problem based learning* (PBL) there are a number of activities for students to do. *Problem based learning* (PBL) does not expect students to just listen, take notes, then memorize subject matter, but through *problem-based learning* (PBL) students think, communicate, search and process data and finally draw conclusions. 2) Learning activities are directed at solving problems. *problem based learning* (PBL) places the problem as the key word of the learning process. Therefore, without problems there would be no learning process. 3) Problem solving is done by using a scientific thinking approach. Thinking using the scientific method is a process of deductive and inductive thinking. This thinking process is carried out systematically and empirically. Systematic means that scientific thinking is carried out by going through certain stages while empirical means that the process of solving problems is based on clear data and facts.

According to Rusman (2011 p.232) the characteristics of *problem based learning* (PBL) strategies are as follows 1). The problem becomes the starting point in learning. 2). The problems raised are problems that exist in the real world that are not structured. 3) Problems require multiple perspectives. 4) Problems challenge students' knowledge, attitudes, and competencies that require identification of learning needs. 5) Learning self-direction is the main thing. 6). Utilization and use of diverse knowledge sources and evaluation of information sources. 7) Learning is collaborative, communicative, and cooperative. 8) Development of inquiry and problem-solving abilities is as important as mastery of knowledge to find solutions to problems. 9) Process openness includes the synthesis and integration of a learning process. 10) *Problem based learning* (PBL) involves evaluating and reviewing students' experiences in the learning process. In the learning process using the problem-based learning (PBL) method *there are* steps.

According to Fathurrohman (2015 pp. 116-117) the steps for *problem based learning* (PBL) are as follows: 1) Orient students to problems. The teacher explains the learning

objectives and the required facilities or logistics. The teacher motivates students to engage in selected or determined real problem-solving activities. 2) Organizing students. The teacher helps students identify and organize learning tasks related to problems that have been oriented at the previous stage. 3) Guiding individual and group investigations. The teacher encourages students to collect appropriate information and carry out experiments to get the clarity needed to solve problems. 4) Develop and present the work. The teacher assists the process of students to share tasks and plan and prepare appropriate work because of solving problems in the form of reports, videos, or methods. 5) Analyze and evaluate the problem-solving process. The teacher helps students to reflect or evaluate the problem-solving process being carried out.

A learning strategy certainly has advantages and disadvantages in it. According to Sanjaya (2013 p.129) as a learning strategy, there are several advantages of a *problem-based learning (PBL)* strategy, including: Problem solving is a pretty good technique for better understanding lesson content. Problem solving can challenge students' abilities and provide satisfaction to discover new knowledge for students. Problem solving can improve student learning activities. Problem solving can help students how transfer their knowledge to understand the problem in real life. Problem solving can help students develop new knowledge and be responsible for the learning they do. Through problem solving it can show students that each subject is basically a way of thinking, and something that students must understand, not just learn from the teacher. Problem solving is considered more fun and preferred. Problem solving can develop students' ability to think critically and develop their ability to adapt to the latest knowledge. Problem solving can provide opportunities for students to apply the knowledge they have in the real world. Problem solving can develop students' interest in continuing to learn even though studying in formal education has ended.

In method learning *problem-based learning* (PBL) has possessing superiority will but Besides having advantages, the problem based learning (PBL) strategy *also has weaknesses*, including: When students have no interest or do not have the belief that the problem being studied is difficult to solve, they will feel reluctant to try. The success of learning strategies through *problem-based learning* (PBL) requires sufficient time for preparation. Without understanding why they are trying to solve the problem being studied, they will not learn what they want to learn.

Research procedures are steps that are used as tools and materials in collecting data and answering questions in this study. In this research procedure, the authors discuss preparation and techniques, data collection stages, data processing and drawing conclusions, preparation to reporting stages.

Preparatory stage carried out by researchers before data collection. The preparatory stage is an activity carried out by researchers before data collection, there are six activities that must be carried out by researchers in this stage plus one consideration that needs to be understood, namely the ethics of field research, as for the six activities carried out by the authors in this stage, namely: 1) Compiling research design, this research design is usually called a research proposal. At this stage the author selects the research field, determines the research schedule, selects the research tools, designs the data collection, determines the background of the problem and reasons for conducting the research, as well as reviews the literature which is used as the basis for determining the research focus, namely seeking theories or concepts related to the use of the Outdoor method. *Study*. 2) Choose a research field. In choosing the research location, the writer made a match between the theory obtained by the writer and the teaching of writing explanatory texts at the school where the writer's research was conducted. 3) Take care of licensing, permits are made to the school which is the research location for the author to conduct research. 4) Exploring and assessing the

condition of the field. The author first reads from the literature so that the writer recognizes the situation and condition of the school where the research will be carried out and has a general description of the state of the school where the research is carried out. 5) Select and utilize Respondents. Respondents who were chosen by the authors themselves were adjusted to what was needed by the authors and these respondents felt they could represent all students. 6) The issue of research ethics. because in qualitative research is people as a tool that collects data. The author deals with people, both individually and as a group in the school where the research takes place.

The data collection activity stage is a research activity carried out directly at the research site, the data collection stage is divided into two parts, namely: 1) Understanding the research background and self preparation. At this stage the authors classify research subjects according to the data collection tool used by looking at the research subjects in the research setting and the data to be collected. 2) Entering the field. At this stage the researcher recognizes the characteristics of the field to facilitate the collection of research data, besides that the researcher becomes acquainted with all school members so that familiarity can occur between the writer and the research subject. As for the activities carried out by the author, including: Conducting interviews with students as research subjects. Interviews were also conducted with teachers. Make observations of students during learning activities at school for further activities.

Data processing stage there are several main principles in data processing, these principles include basic concepts, find research themes, namely the ability to write explanatory texts, and formulate hypotheses, and work with hypotheses. Drawing conclusions is only part of one activity of the complete configuration. In this stage, the writer formulates a proposition related to the principles of logic, adopts it as research finding, then proceeds to review the existing data, grouping the data that has been formed, and the propositions that

have been formulated. The next step is to report the complete research results, with the results that have been obtained during the research. These conclusions are temporary answers to research questions obtained by researchers because of interviews / questionnaires, and observations and tests of writing poetry texts. The conclusions drawn are only temporary and are still very vague and doubtful, therefore the conclusions must always be verified during the research until a conclusion is reached.

The research report is a form of accountability for the researcher after carrying out research data collection activities declared complete. In a context like this, reporting research results in writing has value in at least four ways, namely as a completeness of the research process that must be fulfilled by researchers in every research activity. As a real result of researchers in realizing scientific studies. As an authentic document of a scientific activity that can be communicated to the public and fellow researchers. As a result of real work that can be used for various purposes depending on the interests of the researcher.

Research subject This research was conducted in class VIII. SMP Negeri 6 Cikalongkulon which is in Cigunungherang Village, Cikalongkulon District, Cianjur Regency. The research was carried out for four meetings in the class under study and at the end of the meeting, it ended with a final test in the form of multiple-choice questions and essay or essay questions. As the class was made into a research class based on a suggestion from the tutor concerned at the school. The class consists of 26 people. Researchers make explanatory text as the object of research. the use of *the problem-based learning* (PBL) method assisted genially in learning to write explanatory texts in class VIII students.

METHOD

The method used in this research is descriptive qualitative method. Mulyadi (2013 p.134) descriptive qualitative is a method that emphasizes observation and dialogue research

methods (in-depth interviews) in the field and the data is analyzed in a non-statistical way. According to (2016 p.34) Qualitative research is a process of research and understanding based on a methodology that investigates social phenomena and human problems, in this study emphasizing the socially constructed nature of reality, the close relationship between the researcher and the research subject.

Moleong (2016 p.6) states that qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc., holistically, and in a descriptive way in the form of words and language, in a specific context that naturally and by utilizing various natural methods. While Satori and Komariah (2017 p.25) states that qualitative research is a research approach that reveals certain social situations by describing reality correctly, formed by words based on this technique the researcher wants to know the ability of students to write explanatory texts to collect and analyze relevant data obtained from natural situation.

Based on the opinions of some of the experts above, it can be concluded that qualitative descriptive research is a series of activities to obtain data that are as they are that occur in the field without being in certain conditions whose results emphasize meaning. Here, the researcher uses a qualitative descriptive research method because the research uses *the problem-based learning* (PBL) method with genially assisted learning to write explanatory texts in class VIII students.

RESULTS AND DISCUSSION

Results

Based on the data obtained by the research, the use of *problem-based learning* (PBL) methods assisted genially in learning to write explanatory texts in class VIII students. Based on data analysis, it was obtained that the average learning to write explanatory texts with

research using the *problem-based learning* (PBL) method with the help of genially in learning to write explanatory texts in class VIII students of SMP Negeri 6 Cikalongkulon after using it was 79.38. Seen in the table below this.

Table 1. List of test average calculation results

<i>Posttest Score Recapitulation</i>		
No	Student	Mark
1	S1	78
2	S2	79
3	S3	70
4	S4	70
5	S5	72
6	S6	85
7	S7	82
8	S8	73
9	S9	81
10	S10	70
11	S11	83
12	S12	70
13	S13	70
14	S14	85
15	S15	80
16	S16	71
17	S17	79
18	S18	70
19	S19	91
20	S20	71
21	S21	80
22	S22	70
23	S23	75
24	S24	81
25	S25	72

Amount	1908
Average	76,32

From the average count, it can be concluded that *the post test* of writing explanatory text skills after using *the problem-based learning* (PBL) method with the help of genially in learning to write explanatory texts in class VIII students has an effect. In addition to using the arithmetic average as a benchmark, to determine *the post test* skills of writing explanatory texts, you can also use the KKM. The KKM set for the Indonesian subject at SMP Negeri 6 Cikalongkulon is 70. Therefore, *the post test* for writing explanatory text skills seems to be able to achieve the KKM score set by the school.

This is due to the use of *the problem-based learning* (PBL) method assisted genially in learning to write explanatory texts in class VIII students. Students are also given the opportunity to discuss with small groups (bench mates). Thus, students already understand how to explain something with the help of video media. When viewed from the point of view of content, structure and also linguistic rules, there are also some that are not quite right. Even other problems, namely the explanatory text is still confused with the description text. In the end there is also the result of students' work writing explanatory texts seen from the post test *description questions*. In the work there are still some writings that are still not suitable from the research indicators in this study. The use of punctuation marks and letters used in writing each sentence is still not quite right.

The results of students' work in writing explanatory texts contain errors in several words which are clearly visible in the picture above. First, the use of the word *glombang* should be written using the letter "e" like *a wave*. The second writing of the word " *tsunami* " it is not quite right because the writing of the word must use the letter *t* like a tsunami. If seen from the errors encountered these students still do not understand in using EYD. Trigger factors

include these students tend to be quiet when asked in writing words. This can be seen when the learning process is less active in the classroom. In the end, when creating or writing explanatory texts, it was found that the use of EYD was not very appropriate.

The student's writing does not even use punctuation marks such as commas (,) or periods (.). The use of periods and commas is not used at all in the writing of these students in writing explanatory texts. In addition, there is also an EYD error in using capital letters that are not quite right, which should be used after the dot. Maybe the student's intention was that he thought he had used a period so that he continued by writing words in capital letters as in the words *or*, *not* and *from*. The student's work still looks far away, it is said that it is an explanatory text because it does not look complete, it still looks far from content and structure, although there are several words that support the rule of explanatory text, namely chronological causality. The trigger factor for this error still has the same problem, namely the lack of activeness of asking the teacher in writing or during the learning process. So as to produce work with the results of his own knowledge both in terms of writing or the use of punctuation. Another factor occurs because students feel shy with researchers so that this student's communication is still lacking with researchers during the learning process. Even though it has been embraced by researchers it still looks lacking due to limited time during face-to-face learning.

The students' work in writing explanatory text contains EYD errors and punctuation marks. For the first, use EYD, which is like the word lightning, which should use a big *P* like *Lightning*. Furthermore, the word *or* also the writing is not quite right because using the letter *w* should use the letter *u* or *not "ataw"*. Furthermore, the errors found in the student's writing were punctuation errors. In this article, at the end of the last sentence, no punctuation marks are used at all. Previously, it was also seen that at the beginning of the sentence the use of periods and commas was so inaccurate because only one word directly used periods. So the

use of punctuation is very imprecise. Apart from that, in terms of writing, there are some words that are still not clear in writing, causing the reading to be illegible. The trigger factor for the student was because of his daily habits in carrying out writing so that it became a habit that caused writing to be a little unclear. This needs to be considered and needs coaching for students who are still constrained in writing. The names in this study are so short that it still takes quite a long time to develop these factors that occur in students.

So the problem that is more prominent is in the use of EYD in writing explanatory texts. The use of capital letters in the middle of a sentence and the lack of punctuation. Thus, giving rise to each sentence is not quite right. When viewed in terms of content, structure and the rules of language there are also some that are not quite right. The use of periods at the end of sentences is still clearly visible in the problems found in this study. Even the other problem is that the explanatory text is still confused with the descriptive text.

In this study there were also students' writing that approached the assessment indicators in this study. Explanatory texts written by students are also in accordance with the topics discussed. Even though there is a word error at the beginning of the sentence, you should use uppercase letters instead of lowercase letters.

Will it be seen that the results of students' writing in writing explanatory texts are quite good from some of the works found in this study. This can be seen in terms of the use of the identification of the illustrated phenomena and the chronology of the events described in the text. In this text it is almost close to the provisions in writing explanatory text. Weaknesses in this paper are the use of EYD which is not quite right and a little limitation in reading because there are some words that are felt to be unclear in writing. The triggering factor for the inaccuracy in writing letters found in this paper is the result of the student's inaccuracy. Because seen from other words quite appropriate in the writing of each sentence. In terms of the material that was listened to by the students, it was quite good because seen from the

writing of his work, it was proven that he was almost close to writing the steps of an explanatory text.

Student Results Writing Explanatory Text Almost in Accordance with The Provisions. The writings of students writing explanatory texts are almost in accordance with the provisions in writing explanatory texts. The main themes and ideas conveyed in the work are quite logical and interesting because they are explained in sufficient detail. So that it is almost in accordance with the provisions in writing explanatory texts. He also explained the elements of a chronological sequence of events as a result of the occurrence of the flood, added support for the description or presentation in his writing, not only that, he also conveyed the impact of the flood so that it was clearer that the damage or losses caused by the incident backed up in terms of writing, an explanatory text explaining an event and its impact on the environment. It can be said that it is almost perfect because the carrying capacity of the text is close, but there is a slight deficiency in writing the sentence in the middle of the last paragraph. That is less cohesive sentence in terms of writing. Even though the contents of his presentation can be drawn conclusions, these errors or inaccuracies in sentence processing also affect writing. Especially in the assessment of this study in the spelling section, there are also indicators of the suitability of the word from the previous word. If the student is more thorough in his work, it can be said that the type of explanatory text is in accordance with the provisions. The causal factor is still the same as the previous problem, namely the inaccuracy of students in processing words in writing. So raises repeated mistakes done by students the. Error it's all hamper done by each student in write text visible expression from results test final done the class that was used research.

Discussion

Student Results Write Explanatory Texts According to the Provisions the results of students' work in writing explanatory texts are in accordance with the provisions in writing explanatory texts. In terms of theme, the main idea is clearly described. In logical writing, from the explanation he presented. Judging from the structure, there are also sentences that indicate identification of phenomena or general statements of a series of events as well as systematic reviews. Starting from the general statement and ending with the impact of the incident. Judging from the linguistic conventions, the students' writing above also contains chronological conjunctions, such as the word *flood*, *because* the word shows the chronology of events. Furthermore, in terms of neat and clearly legible writing. The use of punctuation marks is quite precise in writing and the neat use of EYD is visible. The student who made the essay did look dominant from the other students. This was seen when the research learning process took place. So that creating the results of his writing is in accordance with the provisions of writing explanatory text.

Other than that, the explanation given of how the event happened was quite logical and detailed. This is in line with Sari (2016 p.3) which states that explanatory text is a type of text that explains the logical relationship of several events. In indicator 1, the students' explanatory text is sufficiently appropriate to the topic discussed and is sufficiently detailed.

Second, contains three parts of the explanatory text structure in an orderly and logical manner. Post test arithmetic mean of explanatory text writing skills for indicators. If seen from *the post test* writing skills of explanatory text, students have been able to write explanatory texts by paying attention to the three parts of the structure in an orderly and logical manner.

This is in line with Kosasih (2017 p.138) which states that there are three parts to the structure of explanatory texts, namely (a) identification of phenomena, (b) series of events,

and (c) reviews. Phenomenon identification is identifying something to be explained. The sequence of events is the breakdown of events that are relevant to the identification of phenomena. Reviews are comments or judgments about events that have been described. The writing of the explanatory text structure written by the students is in order and logical. Students also understand in arranging the order of the explanatory text structure according to the topic he discussed.

In addition, students also understand paying attention to the correct sequence of explanatory text structures. In indicator 2, many of the explanatory texts written by students are structured sequentially and logically. Third, the use of four language features. Most of the students were able to use the three language features of explanatory text. This is in line with Kosasih (2017 p.144) which states that there are four linguistic features in explanatory texts, namely (a) causality conjunctions, (b) chronological conjunctions, (c) objects, and (d) terms. This is due to the practice of writing explanatory texts with groups of students paying attention to language features and examples. In addition, students also know the importance of the language features of explanatory texts which aim to distinguish them from other texts. This is what causes an increase in the use of language features in students' writing explanatory texts.

In the indicators, the explanatory text written by the students contains the structure and contains the linguistic features contained in the explanatory text. Become the object of assessment in this study. Not a few students are still lacking in working on essay questions on writing explanatory texts.

CONCLUSION

From the average count the can concluded that posttest Skills write text explanation after use method learning problem-based learning (PBL) assisted genially in learning write text

explanation to students Class VIII effect. it can see when the process occurs less learning so active inside class. In the end when create or write work text explanation so found use less eyd so right.

Use sign dots and commas The same very No used in student writing the in-write text explanation. Will be seen results work write student in write text explanation Enough Good from several results found works in study this.

The use of *problem-based learning* (PBL) learning methods assisted genially in learning to write explanatory texts for class VIII students in the learning process needs to consider one thing, namely, available time, selection of subject matter, and student readiness and class management so that the class is conducive and comfortable. The use of the *problem-based learning* (PBL) learning method assisted genially in learning to write explanatory texts for class VIII students is an alternative for Indonesian language teachers in the learning process. In applying learning using the *problem-based learning* (PBL) method should make a mature scenario, so that not much time is wasted by unnecessary things. To create learning that is more effective, conducive and makes students more active and creative.

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