EFFECTIVENESS OF PROBLEM BASED LEARNING MODEL ASSISTED BY YOUTUBE ON EXPLANATORY TEXT WRITING SKILLS

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ABSTRACT

This study aims to test the effectiveness of the problem-based learning model supported by YouTube media in improving the skills of writing explanatory texts in class VIII students of Mts Plus An-nur Sumedang. Through a structured problem-solving process, students actively seek information from various relevant YouTube videos. The results of the study indicate; the application of the PBL learning model assisted by Youtube can improve the ability to write explanatory texts and the learning interest of class VIII students of MTs Plus An-Nuur Sumedang. This is evidenced by the increase in test scores, so the value of the ability to write explanatory texts of students before using the PBL model assisted by Youtube was 65,640 and after using the PBL model assisted by Youtube was 86,200. ability to write explanatory texts. This study concludes that the PBL learning model assisted by Youtube is effective in improving the ability to write explanatory texts and the learning interest of class VIII students of MTs Plus An-Nuur Sumedang.

Keywords: Explanatory Text Writing Skills, Learning Media, Problem Based Learning, Technology, YouTube

ABSTRAK

Penelitian ini bertujuan untuk menguji efektivitas model pembelajaran berbasis masalah yang didukung oleh media YouTube dalam meningkatkan keterampilan menulis teks penjelasan pada siswa kelas VIII Mts Plus An-nur Sumedang. Melalui proses pemecahan masalah yang terstruktur, siswa secara aktif mencari informasi dari berbagai video YouTube yang relevan. Hasil penelitian menunjukkan; penerapan model pembelajaran PBL yang dibantu oleh Youtube dapat meningkatkan kemampuan menulis teks penjelasan dan minat belajar siswa kelas VIII MTs Plus An-Nuur Sumedang. Hal ini dibuktikan dengan peningkatan nilai ujian, sehingga nilai kemampuan menulis teks penjelasan siswa sebelum menggunakan model PBL yang dibantu Youtube adalah 65.640 dan setelah menggunakan model PBL yang dibantu oleh Youtube adalah 86.200. kemampuan untuk menulis teks penjelasan. Penelitian ini menyimpulkan bahwa model pembelajaran PBL yang dibantu oleh Youtube efektif dalam meningkatkan kemampuan menulis teks penjelasan dan minat belajar siswa kelas VIII MTs Plus An-Nuur Sumedang.

Kata kunci: *Keterampilan Menulis Teks Penjelasan, Media Pembelajaran, Pembelajaran Berbasis Masalah, Teknologi, YouTube.*

INTRODUCTION

Indonesian is the national and official language of the Republic of Indonesia, and its use supports the unity of identity and communication between regions. Indonesian is one of the compulsory subjects in formal education and must be studied in elementary schools, junior high schools, senior high schools/vocational schools, and universities. This Indonesian language subject is very important because it can improve communication skills, literature, and understanding of cultural identity. Learning Indonesian also aims to ensure that students can communicate both orally and in writing (Natalia, 2017: 215). According to Tarigan (2013: 1), communication requires good language skills and there are four language skills that students need to master in school: listening, speaking, reading, and writing. These four skills are always closely related, although their nature and purpose are different. The literacy skills acquired by students through learning Indonesian are not only useful for education, but are also needed to master various information contained in other subjects (Subandyaah, 2015: 113). Teaching Indonesian, especially reading and writing skills, is very beneficial for students. Writing skills help students communicate ideas clearly and in a structured manner, while reading skills help students to reading deepens their understanding of various contents.

The difficulty in writing this text is because it uses a lot of scientific terminology and standard language, because of limited knowledge and thinking, because of a lack of understanding of the structure and linguistic features of explanatory sentences, and because this main text is due to various factors, including the difficulty of translating. Make a descriptive text. Another factor that contributes to the difficulty of writing is the lack of motivation and enthusiasm for learning for students. This is because the learning models, strategies and learning media of teachers are not yet diverse and still use ordinary models and media.

Writing is also a productive and expressive activity. Writing skills are skills that require a certain level of knowledge and skills, so writing skills do not appear by themselves so they must be trained and practiced routinely. Therefore, every process of learning to write requires intensive and effective learning. Likewise, learning to write expository texts which is one of the materials included in the Mts Plus An-Nuur 2013 Class 8 curriculum does not force students to do things that are not useful in the future.

Similar studies were conducted by Pinastiti, S.G., et al. (2020). This study examined the effect of the PBL model on the interest and skills in writing explanatory texts of grade VIII junior high school students. The results of the study showed that the PBL model can significantly increase students' interest and skills in writing explanatory texts. In addition to wanting to improve students' explanatory text writing skills, they also want to increase their interest in learning. This is in line with research conducted by Nisa Fitriani (2021). This study found that interest in learning and learning motivation have a positive and significant influence on student learning outcomes. So it can be concluded that there is an increase in students' explanatory text writing skills through the application of Demonstrate issue based learning. In this study, it was shown that the selection of show issue based learning for explanatory text writing material was very effective because it was proven that there was an increase compared to using cooperative show.

The difference between this study and previous studies is that the application used in this study has a novelty, namely by using media. The media that can be used to improve students' explanatory writing skills is YouTube media. Media is a tool that can be used by educators in the learning process. Students' interest in following the learning process is mainly determined by the media. If the media used by the teacher is interesting and in accordance with the current development of students, then students' interest in participating in learning will be very high, but conversely if the media used by the teacher is not interesting, students will quickly get bored in participating in learning activities. Based on this, the author believes that it is necessary to conduct research on improving explanatory writing skills by utilizing YouTube media. The title of this study is "The Effectiveness of the Problem Based Learning Model Assisted by YouTube on Explanatory Text Writing Skills".

METHOD

This research method uses qualitative descriptive which aims to describe naturally and systematically the effectiveness of the problem based learning model in learning to write explanatory texts for class VIII students at Mts Plus An-Nuur Sumedang. According to Maryanti, Sujiana & Wikanengsih (2018) the qualitative descriptive method is a situation and condition that is described through a research report. The same thing was

also conveyed by Sugiyono (2017) that the qualitative descriptive method is a natural research method that focuses on the meaning carried out in the research. The technique used in collecting data for this study uses a test. According to Arifin (2014, p. 118) a test is a technique or method used in order to carry out measurement activities in which there are various questions, statements, or a series of tasks that must be done or answered by students to measure aspects of student behavior. Below are the criteria in the assessment aspects that are assessed in the skills of writing explanatory texts using the problem-based learning model as follows.

Table 1. Assessment Aspects

Assessment aspects	Score
Text structure	5
Text content	5
Text language	5
Spelling and punctuation	5
Authenticity	5
Number	**25**

To determine the score, the following formula is used.

Value = Average score x 100%

Highest score

RESULT AND DISCUSSION

Result

Data processing was carried out after the experimental group was given conventional learning treatment and the Problem Based Learning learning model, as many as two meetings with different teaching materials with 1 pretest and 1 posttest. The sample results can be seen in the table.

Normality Test:

Sig. ≥ 0,05 hen the sample comes from a population that is normally distributed

Sig. < 0,05 Then the sample comes from a population that is not normally distributed

Table 2. Tests of Normality

	Students	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Value of ability to write explanatory text	Ability before	.121	25	.200[*]	.974	25	.751
	After ability	.108	25	.200[*]	.964	25	.503

*This is a lower bound of the true significance

Based on the Shapiro Wilk output, the sig value of the students' ability to write explanatory texts before using the Youtube-assisted PBL model was 0.751 and after using the Youtube-assisted PBL model was 0.503. Because the sig value of both classes is greater than 0.05, it can be concluded that both data are normally distributed. so that it can be continued with the next calculation:

Table 3. Group Statistics Independent Sample T Test

	Students	N	Mean	Std. Deviation	Std. Error Mean
Value of ability to write explanatory text	Ability before	25	65.640	4.2903	.8581
	After ability	25	86.200	4.0104	.8021

Based on the SPSS results, the value of students' ability to write explanatory texts before using the PBL model assisted by Youtube was 65,640 and after using the PBL model assisted by Youtube was 86,200. Descriptively, it can be concluded that there is a difference in the average value of students' ability to write explanatory texts before and after using the PBL model assisted by Youtube. To prove whether the difference is significant or not, it can be seen in the 2nd output.
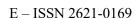
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Table 4. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Value of ability to write explanatory text	Equal variances assumed	.017	.897	-17.504	48	.000	-20.5600	1.1746	-22.9216	-18.1984
	Equal variances not assumed			-17.504	47.783	.000	-20.5600	1.1746	-22.9219	-18.1981

Discussion

The application of the problem based learning model assisted by YouTube media in learning to write explanatory texts makes writing activities easier and more enjoyable for students, students begin to be skilled in developing writing skills, especially writing explanatory texts, because by writing using the problem based learning model assisted by YouTube media, students can overcome difficulties in expressing their ideas into writing. When writing explanatory texts using the problem based learning model assisted by YouTube media, students can directly collaborate with their classmates so that cooperation is established in the learning process. This is in line with the results of research conducted by Rizkiana & Ediyono (2019) which stated that the use of the mind mapping method in learning to write explanatory texts can increase students' interest in writing skills. This can be seen from the increase in the percentage of student interest in learning to write explanatory texts. This is evidenced by an increase in the score of the results of the explanatory text writing ability test and the results of the student learning interest questionnaire. This study concludes that the PBL learning model assisted by YouTube is effective in improving the ability to write explanatory texts and the learning interest of class VIII students of MTs Plus An-Nuur Sumedang.

CONCLUSION

The results of the research that has been conducted, it can be concluded that the effectiveness of learning to write explanatory texts is able to overcome students' difficulties in starting to write, in addition, during the learning activities carried out, students are more creative and think critically in expressing their ideas and thoughts by arranging words in the form of mind maps. Based on the results of SPSS, the value of students' ability to write explanatory texts before using the PBL model assisted by Youtube was 65,640 and after using the PBL model assisted by Youtube was 86,200. Descriptively, it can be concluded that there is a difference in the average value of students' ability to write explanatory texts before and after using the PBL model assisted by Youtube. This proves that learning to write explanatory texts using the Problem Based Learning Model Assisted by Youtube can be said to be successful with students being able to obtain a percentage value above average.

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