

## IMPLEMENTATION OF PROBLEM BASED LEARNING (PBL) MODEL IN WRITING LEARNING OBSERVATION REPORT TEXT

Martha Boga<sup>1</sup>, Shopa Riyadotul Huda<sup>2</sup>, Nike Astrini<sup>3</sup>

<sup>1,2,3</sup>IKIP Siliwangi

martha92boga@gmail.com<sup>1</sup>, shopa88@gmail.com<sup>2</sup>, kekeunike615@gmail.com<sup>3</sup>

### ABSTRACT

The results of the unsatisfactory teaching and learning activities become background in this study, more students get the value below the MCC, so the fact. Then it takes a proper learning model to solve the problem. Problem based learning tested as an alternative answer. The use of such learning models exert students to have problem solving skills. The purpose of this research is to know the students' learning outcomes, especially writing the observation report text using the problem based learning model. The study used a descriptive approach of the quality with a one-group pretest-posttest design as a method of study used, with a population of as much as 78 students of Grade VII and took a sample of 20 students. The average result of student learning increased from 57,6 to 81 up by 23,4 points or 31.8%., and as many as 22 students received the value above the KKM. Based on the statistical test showing a sig (2-tailed)  $0.003 < 0.005$ , there is a significant difference between the initial test and the final test which means that the problem based learning model can improve student learning outcomes.

**Keywords:** *Learning, Writing, Observation Report, Problem Based Learning*

### ABSTRAK

Hasil kegiatan belajar mengajar yang kurang memuaskan menjadi latarbelakang dalam penelitian ini, masih sedikit siswa yang mencapai nilai KKM, demikian faktanya. Maka diperlukan sebuah model pembelajaran yang tepat untuk mengatasi permasalahan tersebut. Problem-based learning diujicobakan sebagai alternatif jawaban. Penggunaan model pembelajaran tersebut mengarahkan siswa agar mempunyai kemampuan memecahkan masalah. Tujuan penelitian agar tahu perolehan nilai siswa terutama dalam membuat teks laporan hasil observasi memakai model problem-based learning. Penelitian ini memakai pendekatan deskriptif kualitatif dengan *one-group pretest-posttest* desain sebagai metode penelitian yang digunakan, dengan jumlah populasi sebanyak 78 siswa kelas VII dan menggunakan sampel sebanyak 20 siswa. Hasilnya rata-rata hasil belajar siswa meningkat dari 57,6 menjadi 81 naik sebesar 23,4 poin atau 28,8%., dan sebanyak 18 siswa mendapatkan nilai diatas KKM. Berdasarkan Uji statistik menunjukan *sig (2-tailed)*  $0,003 < 0,005$ , dapat disimpulkan terdapat perbedaan yang signifikan antara tes awal dengan tes akhir artinya model problem based learning dapat meningkatkan hasil belajar siswa.

**Kata Kunci:** *Pembelajaran, Menulis, laporan hasil observasi, Problem Based Learning*

## INTRODUCTION

One of the objectives of Indonesian language lessons in schools is to improve students' language skills and skills. The four components of language skills include writing, speaking, reading and listening skills. Writing skills as one of the core competencies in the psychomotor realm that students must master, presenting lho text is one of the eighteen basic competencies in grade VII. observation report text itself is found in KD 3.5 and 4.5.

The text of the observation report is a text written based on observations with the inclusion of facts or can be interpreted as factually written text (Kosasih, 2016). Structure of the text of the observation report (Kosasih, 2017). consists of general definition, section definition, and benefit definition. While the linguistic characteristics of the text of the report of observation of opinions (Kosasih, 2017). i.e. the text is written in full, is a single object, the result of observation, according to the facts. Based on KBM observations, the students' grades in writing the text of the observation report are still not satisfactory, in the sense that the average grade is still below the MCC (minimum completeness criteria) set by the school of 70. To solve the problem, a strategy is needed in delivering the material to write the text of the observation report (Nurgiyatono, 2016).

PBL or Problem Based Learning model is one of the learning models used in k13. This learning model is able to encourage students to have problem solving skills in their daily lives, and be able to relate the problem to the knowledge they have, or the knowledge they have learned (Kemendikbud, 2017). The stages of problem-based learning consist of, orienting on one problem, organizing, guiding investigations both in groups and independently, developing and presenting, as well as evaluation and analysis of the problem solving (Nurbaya, 2009).

Based on the above exposure, the author implements a problem based learning model, on the material of writing the text of the observation report report, aiming to be known student value acquisition, in the learning of the material writing the text of the observation report using the problem based learning model.

## METHOD

This study used a kualititative descriptive approach with one-group pretest-posttest design, using the following pattern,

$$O^1 \times O^2$$

$O^1$  = pretes

$X$  = Treatment (using problem based learning model)

$O^2$  = postes

In this design using problem based learning model learning as one of the variables, with stages, giving pretes, giving treatment following the steps of PBL learning,

providing postes, (Taniredja, 2011). Analyzing student learning outcomes. Using a sample of 20 students from 78 populations in a junior high school in west Banadung. The sample is representative of the number of populations that can be used as primary data, while the population is the subject of research as a whole, (Arikunto, 2014).

## RESULTS AND DISCUSSION

### Results

The following are the results of students' learning in presenting ideas and opinions in the form of observation report texts, before and after treatment. This data is obtained from the results of the initial test (pretes) and the final test results (postes).

**Table 1 Preliminary Test Result Data (Pretest)**

NO	NAME	Assessment Aspects				Score	Points
		Content	Structure	Idea	Characteristics of Language		
1	Student 1	2	1	1	2	6	50
2	Student 2	2	1	1	2	6	50
3	Student 3	3	1	3	2	9	75
4	Student 4	3	1	2	2	8	67
5	Student 5	3	1	2	2	8	67
6	Student 6	3	1	2	1	7	58
7	Student 7	3	1	2	2	8	67
8	Student 8	2	1	2	1	7	58
9	Student 9	1	1	1	1	4	33
10	Student 10	2	1	1	2	6	50
11	Student 11	3	1	2	2	8	67
12	Student 12	3	1	2	2	8	67
13	Student 13	3	1	2	1	7	58
14	Student 14	2	1	1	2	6	50
15	Student 15	3	1	2	2	8	67
16	Student 16	3	1	2	2	8	67
17	Student 17	2	1	1	1	5	42
18	Student 18	2	1	1	2	6	50
19	Student 19	2	1	1	1	5	42
20	Student 20	3	1	2	2	8	67
Average							57,6
Lowest points							33
Highest points							75

Formula used:

$$\frac{\text{total score obtained}}{\text{maximum score}} \times 100$$

Based on table 1, above the initial test results, data obtained through pretests, the highest points is 75, the lowest points is 33, and the average is 57.6.

**Table 2 Data Hasil Tes Akhir(*Postest*)**

NO	NAME	Assessment Aspects				Score	Points Content
		Content	Structure	Idea	Kebahasaan		
1	Student 1	3	2	3	2	10	83
2	Student 2	3	2	3	2	10	83
3	Student 3	3	3	3	2	11	91
4	Student 4	3	2	3	2	10	83
5	Student 5	3	2	3	2	10	83
6	Student 6	3	2	3	2	10	83
7	Student 7	3	2	3	2	10	83
8	Student 8	3	3	2	2	10	83
9	Student 9	2	2	2	2	8	67
10	Student 10	3	2	2	2	9	75
11	Student 11	3	2	3	2	10	83
12	Student 12	3	2	2	2	9	75
13	Student 13	3	3	2	2	10	83
14	Student 14	3	2	3	2	10	83
15	Student 15	3	2	3	2	10	83
16	Student 16	3	2	3	2	10	83
17	Student 17	2	2	2	2	8	67
18	Student 18	3	2	3	2	10	83
19	Student 19	3	2	2	2	9	75
20	Student 20	3	3	3	2	11	91
Average							81
Lowest points							67
Highest points							91

Formula used:

$$\frac{\text{total score obtained}}{\text{maximum score}} \times 100$$

Based on table 2, above the final test results, the data obtained through postes, the highest score is 91, the lowest score is 67, and the average is 81. Furthermore, the authors classify or sort student grades into three groups, namely students who get the lowest grades, students who get moderate grades, and students who get the highest grades. To

determine the grade is being taken students who get a grade in the middle, referring to the average score or a few points above the average grade. Here's the classification table of the niali acquisition.

Minimum completed criteria (MCC) determined by the school is 70, the student's learning results in the initial test are only 1 student who obtains a grade above MCC, 19 students get a grade below MCC, then given treatment using a problem based learning model, the result on the final test 18 students get a grade above MCC, and there are still 2 students who get grades below MCC.

## Discussion

Discussion can be viewed through the statistical tests Then the authors conducted a Paired Samples t-Test test used to find out if there was an average difference of two paired samples. The two samples in question are the same sample but have two data, namely pretest and posttest result data. Paired sample t-test is part of parametric statistics, paired sample test t-test the author did assisted IBM SPSS application version 22, the result,

**Tabel 3. Uji Paired Samples t-Test**

	Paired Differences					t	Df	Sig. (2- tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
PRETEST – POSTTEST	53.431	2.63809	1.33787	23.83334	21.9343	24.333	20	.003

Based on table 3, in Paired Samples t-Test show sig (2-tailed) 0.003, which means smaller than 0.005 then it can be concluded that there is a significant difference between pretest and posttest in lho text writing learning, meaning that problem based learning model has an influence on student learning outcomes (Susetyo , 2017)..

## CONCLUSION

It can be concluded that learners using problem-based learning models, student grades can increase especially in the learning of text material observation reports in grade VII. Proven by the acquisition of student grades and the increase in average grades. At

the time of the initial test the average score was 57.6, then given treatment using the PBL model, and given the final test got an average score of 81. That means there was an increase of 23.4 points or 28.8%. Students who get grades above MCC at the time of the final test as many as 18 students, while at the time of the initial test only 1 student who gets a score above MCC. In paired samples t-Test obtained sig (2-tailed) value of 0.003 < 0.005 meaning there is a significant difference between the initial test and the final test in other words the hypothesis is accepted.

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