

A Model for Teaching Writing: Problem-Based Learning as an Alternative for EFL Students' Writing Improvement

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ABSTRACT

In fact, writing is one of the language skills that is emphasized in learning English in Curriculum 2013. As one of the language skills, writing skills need to be improved because it is a productive and expressive language skill that is needed to fulfill daily communication needs. Seeing the crucial role of writing, this present study intent to examine the problem based learning as an alternative model for EFL students' writing improvement. Classroom action research with two cycles was implemented to study this phenomena. Moreover, this study involved 18 students of class XI SMA YPPK YOS SUDARSO Merauke, in collecting the data, this study used observation sheet for both teacher and students' activities, meanwhile to see students' writing improvement, explanation text writing was applied in both cycles. As the result, Problem based learning could improve students' writing, it could be seen in each cycles' scores, where cycle I writing was 63.33% and improved in cycle II 81%. In cycle I, most of students did not pass the minimum completeness which was 75, meanwhile in cycle II most of students passed. The improvement based on the observation results in both cycles are also being the success category in this study, in cycle I both teacher and students obtained 67.85% (good category) and 57.14% (enough category), improved in cycle II which was 87.5 (excellent category) and 83.92% (excellent category).

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INTRODUCTION

English is a universal language used by most countries in the world as a primary language. Some countries, especially former British colonies, place English as a second language that must be mastered after their native language (Pardosi et al., 2019). English is also one of the important international languages to master or learn. English

is a very important language to learn and master. This is because English is the most frequently used international language (Sumarmi et al., 2020); (Afriani et al., 2019); (Rashtchi & Khoshnevisan, 2020). This means that English is recognized and used by people all over the world to communicate. The ability to speak English is one of the skills that must be mastered by learners from the beginning (Ali, 2019); (Cosgun & Atay, 2021); (Hawa et al., 2021). Although in Indonesia English is a foreign language, it occupies an important position in the daily life of our society. This is evident in the world of education in Indonesia. English is one of the subjects taught to students starting from the primary level up to university. English learning in Indonesia is focused on four skills, including listening, speaking, reading, and writing. English learning is directed to improve students' ability to communicate with good and correct English, both orally and in writing, and to foster appreciation for the work of human literature throughout the world (Liando et al., 2022); (Rondonuwu et al., 2022).

The competency standards of English subjects are the minimum qualifications of learners' abilities that illustrate the mastery of knowledge, language skills, and positive attitudes towards language (Shermatova & Tuxtayeva, 2022). These competency standards are the basis for learners to understand and respond to local, regional, national, and global situations. The objectives of English subjects are for learners to have the ability to: (1) communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing; (2) appreciate and be proud to use English as an international language; (3) understand English and use it appropriately and creatively for various purposes; (4) use English to improve intellectual abilities, as well as emotional and social maturity; (5) enjoy and utilize literary works to broaden horizons, refine character, and improve knowledge and language skills; (6) appreciate and be proud of literary works as cultural and intellectual treasures of humans (Pradana & Syarifuddin, 2021); (Marsono, 2019).

In addition to being an international communication tool, English is also a channel for formulating intentions, generating feelings, and enabling a person to establish cooperation both nationally and internationally (Ali, 2019). Therefore, learning English is intended to improve thinking skills, express ideas, thoughts, feelings, opinions, convey information about an event, and add insight. In Curriculum 2013, English is used as a means to develop reasoning abilities and skills until the desired language skills are achieved (Hussain et al., 2021). Text-based English learning has implications for the implementation of learning that cannot be separated from text in oral and written form. Writing is one of the language skills that is emphasized in learning English in Curriculum 2013. As one of the language skills, writing skills need to be considered because it is a productive and expressive language skill that is needed

to fulfill daily communication needs (Lee et al., 2019). Writing is the art of expressing ideas or feelings through writing, just like painters who pour their ideas or feelings into paintings.

Writing skills are very complex skills. This opinion is in accordance with the statement of (Palupi et al., 2020) that writing skills are very complex skills. The initial abilities that students have such as spelling and transcribing greatly affect the results of student writing. Writing skills are not merely expressing what is in the human mind so that it can be understood by other humans. There are stages that must be carried out in carrying out writing activities. There are three stages carried out in writing, namely the beginning of writing, the teacher asks about students' difficulties in writing so that the teacher knows the students' initial abilities. Next, the teacher gives students 30-40 minutes to write. The final stage is evaluating students' writing by giving grades and comments.

In line with the above statement, (Mohammad, 2018) stating that the ability to write demands a number of knowledge and skills, for example, to write a simple essay, the writer is technically expected to fulfill basic requirements, such as writing a complex essay. Writers must choose topics, limit them, develop ideas, and present them in logically arranged sentences and paragraphs (Siagan et al., 2019). Writing explanation text is one of the demands of the 2013 curriculum in English language learning for grade XI high school students. Writing explanation text is contained in the basic competency point 4.4 which reads "Producing explanation texts orally or in writing by paying attention to structure and language" (Siagan et al., 2019). Therefore, grade XI high school students must be able to write explanation texts well in accordance with the provisions of the text. Explanation texts are texts that emphasize the process or cause and effect of natural disasters, social processes, and scientific developments.

Various findings that have been obtained as stated earlier, both students' difficulties in writing explanation texts and students' good learning motivation so that this problem needs to be solved. Through prioritizing students' strengths, namely having a strong will to solve problems, this problem is assumed to be overcome by the application of a learning model. Learning models serve as guidelines for learning designers and teachers in planning teaching and learning activities (Lozano et al., 2019). Learning models are used by teachers as a reference to create an active, creative, educative, and fun learning atmosphere. There are various types of learning models, one of which is a problem-based learning model. In the 2013 curriculum, problem-based learning is one of the models that teachers are advised to apply during learning (Siagan et al., 2019). The application of problem-based learning models in learning can activate students in the learning process, where students are directly involved in the process of

finding understanding of the material being taught, so that students can better understand the material taught by the teacher.

Hussain et al., (2021) stated that the lack of student activeness can be seen during the learning process. This is caused by the learning methods used by teachers are still not varied, dominantly using lecture, question and answer and group discussion methods. The lecture method is the main choice in learning because without this method it is difficult for students to understand learning material and limited learning facilities and infrastructure. The lack of variety in the method does not involve direct student activity. Ismail & Edi (2022); Afriani et al., (2019) adding that student learning outcomes are not optimal as indicated by the number of students whose scores have not reached the minimum completeness criteria (KKM). (Dawilai et al., 2021) mentioned that another problem faced at the senior level is that many students are still reluctant to ask the teacher about learning materials that they do not understand, there is still a lack of cooperation between friends in learning, students are impressed that the teacher is the only source of learning (teacher centered learning), and the Problem Based Learning model has not been carried out which is considered to increase student activeness and learning outcomes.

The above problems require a learning process that can further improve student activeness and learning outcomes. This condition requires classroom action, which is a form of study by the perpetrator of the action to improve the teacher's ability to carry out tasks and improve the conditions of learning practices that have been carried out. The classroom action can use a learning model that is fun, increases student activeness and learning outcomes. This can be obtained through problem-based learning. Problem-based learning is an approach in learning that helps students to find problems from a real event, gather information through self-determined strategies to make a decision to solve the problem which will then be presented in the form of a performance (Afriani et al., 2019);(Ali, 2019); (Kaganang, 2019) and (Lin, 2017). One of the characteristics of problem-based learning is using small groups as a context for learning (Wijaya, 2021). Students who are reluctant to ask the teacher, can ask friends in their group or other groups.

REVIEW OF LITERATURE

EFL Learning in Frame of Problem Based Learning

The problem-based learning model is one of the models recommended in Curriculum 2013 to be used in learning because it contains a scientific approach or scientific approach that is in accordance with the characteristics of Curriculum 2013 (Wahyuningsih & Afandi, 2020). In problem based learning (PBL) students are required

to be active during learning, the teacher acts as a facilitator so that students actively discover their own knowledge. This is in line with Yew who said that students are involved in solving problems related to everyday life.

The problem-based learning model is a learning model that directs students to real problems in their daily lives. In the problem-based learning model, before the learning begins students will be given problems (Amin et al., 2020). After the problem is given, students work in groups, try to solve it with the knowledge they already have, and find new relevant information as a solution. Thus, it can be concluded that problem-based learning model is learning that makes the problem as the focus of learning so that through the problem students are able to think critically to find the causes and solutions of the problems discussed.

Learning by using problem-based learning model is very beneficial for students. Sumarmi et al., (2020) explains that problem-based learning can help students to develop thinking and problem-solving skills, learn adult roles, and become independent learners. Learning with problem-based learning model will involve students to learn to solve a real-world problem while learning to know the necessary knowledge. Problem-based learning allows students to integrate knowledge and skills simultaneously and apply them in a relevant context.

Problem Based Learning is a type of learning model that involves students in an activity (project) to produce a product (Jabarullah & Iqbal Hussain, 2019). Student involvement starts from planning, designing, implementing, and reporting the results of activities in the form of products and implementation reports. This learning model emphasises the long-term learning process, students are directly involved with various issues and problems of everyday life, learn how to understand and solve real problems, is interdisciplinary, and involves students as the main actors in designing, implementing and reporting the results of activities (student centered) (Sari et al., 2021). This learning model aims to encourage students to learn through various real problems in everyday life that are related to the knowledge they have or will learn. The problems posed in the Problem Based Learning model, are not "ordinary" problems or not just "exercises". Problems in PBL demand an explanation of a phenomenon. The focus is on how students identify learning issues and then find alternative solutions.

EFL Writing Ability Concept

The skill of composing texts in English learning in Curriculum 2013 is related to writing skills (Maru et al., 2020). Writing is to reduce or describe graphic symbols that describe a language understood by someone so that other people can read these graphic symbols if they understand the language and graphic images. Bhandari (2020) mentioned that writing is not merely expressing what is in the human mind so that it

can be understood by other humans. There are stages that must be carried out in carrying out writing activities, there are three stages carried out in writing, namely the beginning of writing, the teacher asks about students' difficulties in writing so that the teacher knows the students' initial abilities. Next, the teacher gives students 30-40 minutes to write. The final stage is evaluating the results of student writing by giving grades and comments (Renandya et al., 2020). Among the four language skills, namely listening, speaking, reading, and writing, writing skills are very complex skills. This opinion is in accordance with the statement of Nhem (2020) that writing skills are very complex skills. Students' initial abilities such as spelling and transcribing greatly affect the results of students' writing.

The problem-based learning model can be applied in English language learning, for example in writing. Writing is related to the process of natural and social phenomena so that students can compose texts based on the problems of natural disasters that occur, especially disasters that occur in Indonesia (Maru et al., 2020). Students can observe and investigate a problem that occurs. After the investigation process, students discuss the problem by identifying the cause and effect and finding solutions to problems that occur in Indonesia related to natural disasters. The information obtained from the results of the discussion and investigation is then used as material to create an essay outline that will be developed. The application of this model is expected to improve student learning outcomes.

RESEARCH METHOD

This research was a Classroom Action Research. Classroom Action Research (PTK) is action research conducted in the classroom with the aim of improving the quality of learning practices in the classroom. This research was conducted in Class XI SMA YPPK YOS SUDARSO Merauke, Papua in the academic year 2022/2023, from May to June 2023. This research is a Classroom Action Research (CAR/PTK), which is a research conducted in the classroom, in order to improve the learning process carried out by the teacher (Arikunto, 2010). A class is a group of students who, at the same time, receive the same lessons from the same teacher. Classroom Action Research refers to a spiral approach which is a four-step unit that repeats itself, namely: planning, acting, observing, and reflecting. These four steps continue to be repeated until the desired improvement is achieved. The subjects of this study were students of class XI with a total of 18 students. In collecting the data, the researchers used observations sheet both for students and teacher, meanwhile to measure students' writing improvement, the researchers used writing test. In this test, students are directed to write an explanation text related to the topic of learning, then the results of this student writing are scored based on the writing assessment rubric from (Brown, 2007). This

writing test was applied in each cycle (I and II) and carried out at the last meeting of each cycle. This was done to determine the development of students' writing ability in each cycle with the application of problem-based learning model.

FINDINGS AND DISCUSSION

In this section, the results of the research on the implementation of Numbered Head Together are discussed. After completing the research stage with various things carried out in it, the researcher makes a final reflection to evaluate the overall action during the research. At this stage, the results in this study were obtained from the learning cycle process which was carried out in approximately 2 cycles in a period of approximately two months. In addition, as previously described, where this study aims to apply PBL or problem-based learning to improve the ability to write explanation texts of class XI SMA YPPK YOS SUDARSO Merauke students. As for measuring or analyzing students' ability in writing, the researcher used the writing assessment rubric from Brown (2007), where this rubric provides a very appropriate assessment category for the writing ability of students who are at an intermediate level. For more details, the writing rubric can be seen in Table 1 below:

Table 1. Scoring Rubric for Writing

Components of Writing	Score	Level	Indicators
Content (C)	4	Excellent	Present the information well chosen details across the paragraph
	3	Good	Present the information with details in parts of the paragraph
	2	Fair	Present the information with some details
	1	Poor	Present no clear information
Vocabulary (V)	4	Excellent	Good in vocabulary choice
	3	Good	Error in vocabulary choice are few and do not interfere with understanding
	2	Fair	Error in vocabulary choice are and sometimes they interfere with understanding
	1	Poor	Many error in vocabulary choice that severally interfere with understanding
Grammar (G)	4	Excellent	Good in grammar
	3	Good	Error in grammar choice are few and do not interfere with understanding
	2	Fair	Error in grammar choice are and sometimes they interfere with understanding
	1	Poor	Many error in grammar choice that severally interfere with understanding
Mechanics (M)	4	Excellent	Good in spelling, punctuation and capitalization
	3	Good	Error in spelling, punctuation and capitalization are few
	2	Fair	Error in spelling, punctuation and capitalization, and sometimes interfere with understanding
	1	Poor	Error in spelling, punctuation and capitalization and severally interfere with understanding

$$\text{Final Score} : \frac{3C+2.5V+2.5G+2M}{40} \times 100$$

English language learning addresses two main topics, namely language skills and literary skills (Kaganang, 2019). Language skills consist of four parts, namely listening, speaking, reading and writing. These four components are interrelated. Each aspect of these skills is closely related to the other three skills. Writing skills are acquired through listening, speaking and reading stages. This writing skill is one of the last skills among other skills and therefore needs to be developed. When presenting an explanation text, students must go through the writing stage. As mentioned earlier that writing is divided into three stages, namely pre-writing, writing, and post-writing. The pre-writing stage is the first stage. In the preparation stage, students determine the topic of the thesis, determine the purpose of the thesis, pay attention to the purpose of the thesis (reader), collect relevant information, and make an outline of the thesis. In the writing stage, students prepare themselves to write. Students begin to develop the outline by using the materials or information that has been selected and collected. Post-writing stage, this stage is the refining and purifying stage activities include editing and revising.

Problem-based learning (PBL) is a type of co-operative learning model. Problem-based learning is a learning model based on constructivist learning theory. Siagan et al., (2019) explained that the model is characterized by practical problems as a background for students' critical thinking and problem-solving skills and knowledge acquisition. The model trains students to solve real-life problems together and how to solve them. If learning starts with questions, it can stimulate students' curiosity, which leads to various questions. If students experience the problem, the motivation to learn will increase. There are several co-operative learning models. Think Talk Write (TTW) model is a collaborative type learning model. The think talk write model is a learning model to train writing skills. Basically, this model is built through thinking, speaking, and writing skills. The teacher solves problems for students. Students then have to think of answers to these questions. After thinking of the answers individually, students work in groups to discuss the answers they have found.

After that, each student can write down the results. The existence of this model is very influential on student composition. It develops students' critical thinking skills by providing questions at the beginning. Students will actively participate by interacting and discussing with their groups. It can automatically accustom students to think and communicate with friends, teachers, even themselves. Therefore, cooperative learning can also develop social aspects (Fidan & Tuncel, 2019). Language skills include four areas, namely writing, reading, listening, and speaking. In this study, students' writing skills will be discussed with interpretive textual materials. Besides being used as a creative activity, writing is also a productive and expressive activity. Writing skills are

used to record, persuade, inform and influence readers. This can be done well if the writer can organize and manage ideas and express them in writing clearly, fluently, and communicatively (Palupi et al., 2020). Writing in principle is telling what the storyteller imagines and can express orally. However, putting ideas in order and organizing them into words is not an easy thing to do.

Speaking of writing ability, in this study, the students' writing process as a series to improve their writing ability was carried out in each cycle. In cycle I, the learning process was conducted based on the initial condition of the students and the treatment was conducted based on the lesson plan previously determined by the researcher and the teacher. In the process, this research is explained in the scope of two cycles. The indicator of success for students' writing ability is when their score reaches or exceeds the minimum completeness criteria (KKM) 75 in accordance with the provisions of the value applied in English subjects. While for observation category, Score category was ranging from 80-100 (Excellent), 66-79 (Good), 56-65 (Enough), 40-55 (Less) and 30-39 (Failed).

Cycle I

Cycle I went through the stages of planning, implementation, observation/evaluation, and reflection. In the planning stage, researchers and student teachers collaboratively developed lesson plans, prepared learning media, prepared research instruments, and prepared student worksheets. At the implementation stage, the researcher applied the lesson plan that had been prepared with the student and teacher in accordance with the learning syntax according to the PBL model. The meeting activities were 2 meetings, with details, namely 1 meeting for the learning process and 1 meeting for testing students' explanation text writing skills. The initial activities carried out by students of class XI SMA YPPK YOS SUDARSO Merauke in the first cycle, namely: prayer led by the class leader and attendance. Apperception, motivating students related to the material taught, and putting forward the learning objectives of writing explanation texts. The core activities carried out were the teacher explained the subject matter including the meaning of explanation text, the characteristics of explanation text and the structure of explanation text then showed examples of explanation text and then assigned students to write explanation text. The final activity, namely students and teachers make conclusions, reflect, and suggest material that will be taught at the next meeting.

At the observation/evaluation stage, a colleague who became an observer observed the learning process in the classroom. The learning process of writing explanation paragraphs with the problem-based learning model, namely: the teacher

explains the material briefly, clearly, and systematically, then groups students in groups paying attention to the heterogeneous aspects of students, and directs students to work together in groups to read the text. The observer made observations with the guidelines provided. Observers are deliberately taken from peers so that the results obtained are truly valid. The results of the observations carried out for both teacher and student activities can be seen in tables 2 and 3 below:

Table 2. Observation Sheet Cycle I (Teacher' Activities)

No	Aspects observed	Score			
		1	2	3	4
A	Introduction				
1	The teacher conveys appreciation and learning objectives			√	
B	Constructivism				
2	The teacher explores students' prior knowledge about the learning material of analyzing explanation texts			√	
3	The teacher guides students to reveal facts about a problem in the lesson on writing explanation texts		√		
C	Inquiry				
4	Teacher learn to use critical thinking skills to find answers		√		
5	Teachers can formulate problems, observe, analyze and communicate			√	
D	Questioning				
6	The teacher creates a situation that facilitates questioning of a problem		√		
E	Learning Community				
7	Teachers co-operate with learners so that students do not feel reluctant, embarrassed to ask questions			√	
8	Teacher have different knowledge, experience or skills that need to be learnt		√		
F	Modeling				
9	Teacher display learning that students can see, feel, and imitate			√	
G	Reflection				
10	The teacher responds to the students on the event, activity or knowledge received				√
11	The teacher ends the learning process for each meeting			√	
H	Assessment				
12	The teacher knows and ensures that students have experienced the learning process correctly		√		
13	The teacher takes appropriate actions so that students can master the predetermined competencies			√	
14	The teacher provides evaluation in the form of a test			√	
	Total			38	
	Total Percentage			67.85%	

The results of observations of teacher teaching activities in cycle I in learning to determine the explanation text with a problem-based learning model in class XI SMA YPPK YOS SUDARSO Merauke in the first cycle, the percentage of teacher teaching activities obtained 38 scores with indicators or a total percentage of 67.85% and was in the good category, thus, it can be said that teacher teaching activities in cycle I have not yet reached the specified success indicators. Meanwhile, the results of observations of student activities can be seen in table 3 below:

Table 3. Observation Sheet Cycle I (Students' Activities)

No	Aspects observed	Score			
		1	2	3	4
A	Introduction				
1	Students respond to appreciation and learning objectives	√			
B	Constructivism				
2	Students explore their initial knowledge about the learning material		√		
3	Students reveal facts about a problem			√	
C	Inquiry				
4	Students learn to use critical thinking skills so that they can find answers		√		
5	Students can formulate problems, observe, analyze and communicate			√	
D	Questioning				
6	Students create situations that facilitate questioning of a problem.		√		
E	Learning Community				
7	Students co-operate with each other so that students do not feel reluctant, embarrassed to ask questions.		√		
8	students have different knowledge, experience or skills that need to be learnt		√		
F	Modeling				
9	Students display learning that teachers can see, feel, and replicate			√	
G	Reflection				
10	Students respond to events, activities or knowledge received		√		
11	Students end the learning process for each meeting			√	
H	Assessment				
12	Students know and ensure that students have experienced the learning process properly			√	
13	Students take appropriate actions so that students can master the predetermined competencies		√		
14	Students draw learning conclusions with teacher guidance		√		
	Total			32	
	Total Percentage			57.14%	

The observation results of student learning activities in cycle I (table 3) above shows that the percentage of student learning activities only obtained 32 scores with a total percentage of only 57.14% and was in the enough category, thus, student learning activities have not yet reached the specified success indicators. Furthermore, in the evaluation section, the researcher asked students to write an explanation text based on the material that had been taught. Before entering the reflection stage, this cycle I research has obtained some important data in this study, namely student learning outcomes in writing explanation texts, the steps of applying the PBL learning model and student responses to learning. Students' learning outcomes in writing explanation texts are described as in table 4 below:

Table 4. Students' Writing Score of Cycle I

Students	Category				Total	Final Score
	C	V	G	M		
1	3	2	2	3	10	62
2	2	3	3	3	11	69
3	1	2	3	3	9	56
4	2	3	2	3	10	62
5	2	3	3	3	11	69
6	2	3	2	3	10	62
7	1	3	2	4	10	62
8	2	2	3	2	9	56
9	2	2	3	4	11	69
10	2	3	3	1	9	56
11	3	3	2	2	10	62
12	3	3	2	3	11	69
13	2	3	2	3	10	62
14	2	3	3	2	10	62
15	3	2	2	3	10	62
16	2	3	2	4	11	69
17	4	2	2	2	10	62
18	2	4	3	2	11	69
Total/Percentage					1140/63.33%	

Table 4 above shows that students' writing skills are in the sufficient category. However, it must be understood that the KKM value of class XI SMA YPPK YOS SUDARSO Merauke is 72, so all students are in the category of not passing the KKM. Based on the table above, the average value of students' explanation text writing skills

in cycle I was 63.33% with a total score of 1,140. These results show that students still have not met the maximum completion criteria set by the school of 75. Based on the results of cycle I research previously described, cycle I has not been able to improve students' explanation text writing skills. In accordance with the initial design that has been prepared, the research will be stopped if the students' explanation text writing skills reach the minimum completeness of 75. Therefore, at the reflection stage, the researcher and the student teacher finally agreed that this research should be continued to cycle II.

In reflection stage, based on the results of the implementation of learning English explanation text with a problem-based learning model to improve the skills of writing explanation text of class XI students of SMA YPPK YOS SUDARSO Merauke, there were several concepts of writing explanation texts that had not been well understood by students. This intended concept was identified as the cause of students' lack of success in writing explanation texts. The causes in question are as follows. 1) Students have not fully followed the outline when writing the text so that the writing is not structured, 2) Students seem to have difficulty developing the main idea of the paragraph. It can be seen in their writing that often combines two main ideas of paragraphs into one paragraph, 3) Students do not understand the use of effective sentences. It can be seen in their writing which is long and convoluted. In fact, there is only one sentence in one paragraph, 4) Students often reverse the use of prepositions, 5) Students do not fully understand the rules for writing capital letters in writing.

Guided by some of the causes of student difficulties above, cycle II will begin by discussing this. The aim was for students to gain the correct concept of the mistakes they had made in the previous cycle. For this reason, several improvements were made in cycle II. The improvements made are as follows. (1) Students will be directed to re-examine the questions that must be filled in by students after explaining the material. The question is actually an explanation text outline that students will compile. For this reason, students must understand the purpose of the worksheet and students must understand the text outline based on the worksheet they do, (2) Students will be guided to be able to compose explanation sentences based on the main sentence provided into a paragraph, (3) Students will be guided to correct ineffective sentences into effective sentences, (4) Students will be guided regarding the use of prepositions (5) Students will be guided regarding the use of capital letters in sentences.

In addition, one of the elements causing students' low ability also comes from the teacher, where students learn in groups in understanding the essence of the explanation paragraphs displayed, the teacher does not provide motivation and reinforcement for students who are active in group work and question and answer. The teacher

encourages students to solve problems and helps students reflect on problem solving without the teacher giving advice on the process carried out during the learning process. Also, at the end of the meeting, the teacher directs students to consolidate their knowledge by summarizing the lesson material. It is categorized as sufficient because the teacher only asks students to conclude the material orally without providing reinforcement.

Cycle II

Cycle II of this research also went through the stages of planning, implementation, observation/evaluation, and reflection. Before entering cycle II, researchers and student teachers collaboratively made improvements on the input from the results of the first cycle reflection. However, in terms of planning nothing fundamental has changed. In this planning, the researcher together with the student teacher compiled lesson plans, prepared learning media, prepared research instruments, and prepared student worksheets.

In the implementation stage, the researcher applied the lesson plan that had been prepared with the student teacher in accordance with the syntax of learning according to the PBL model. It was at this stage that the researcher corrected conceptual errors as described in the reflection section of cycle I. The learning process of writing explanation texts through the problem-based learning model is divided into three activities, namely: initial activities carried out in learning to write explanation texts in the second cycle, namely: prayer led by the class leader and attendance. Apperception, motivating students related to the material taught, and putting forward the learning objectives of intensive reading. Core activities, as an effort to improve the skills of writing explanation texts. The core activities carried out are the teacher explains the subject matter accompanied by questions and answers to solidify students' knowledge, then groups students heterogeneously as in the first cycle, and all groups are given the same material and learning model.

When students work together in groups, the teacher develops students' thinking to find the core of each paragraph through a systematic thinking process in groups, and presents problem-based learning to make it easier for students to learn to write explanation texts. Similarly, the teacher provides guidance and motivation both individually and in groups. After students do the task, each group collects the results of their work together with other groups through teacher guidance, and questions and answers about the learning material provided. The final activity, which is students and teachers making conclusions, reflecting, and closing the lesson.

Then, at the observation/evaluation stage, it shows that the results of observations of teacher teaching activities and student learning in learning English with the topic of explanation text are in accordance with the lesson plan for the course of learning in the classroom. Furthermore, in the evaluation part, the researcher asked students to write an explanation text based on the material that had been explained. The results of observations for both teachers and students in cycle II can be seen in tables 5 and 6 below:

Table 5. Observation Sheet Cycle II (Teacher' Activities)

No	Aspects observed	Score			
		1	2	3	4
A	Introduction				
1	The teacher conveys appreciation and learning objectives			√	
B	Constructivism				
2	The teacher explores students' prior knowledge about the learning material of analyzing explanation texts				√
3	The teacher guides students to reveal facts about a problem in the lesson on writing explanation texts			√	
C	Inquiry				
4	Teacher learn to use critical thinking skills to find answers			√	
5	Teachers can formulate problems, observe, analyze and communicate				√
D	Questioning				
6	The teacher creates a situation that facilitates questioning of a problem			√	
E	Learning Community				
7	Teacher co-operate with learners so that students do not feel reluctant, embarrassed to ask questions				√
8	Teachers have different knowledge, experience or skills that need to be learnt				√
F	Modeling				
9	Teacher display learning that students can see, feel, and imitate			√	
G	Reflection				
10	The teacher responds to the students on the event, activity or knowledge received				√
11	The teacher ends the learning process for each meeting				√
H	Assessment				
12	The teacher knows and ensures that students have experienced the learning process correctly			√	
13	The teacher takes appropriate actions so that students can master the predetermined competencies			√	
14	The teacher provides evaluation in the form of a test				√
	Total			49	
	Total Percentage			87.5%	

The results of observations of teacher teaching activities in cycle II (table 5) in learning to determine the explanation text with a problem-based learning model in class XI SMA YPPK YOS SUDARSO Merauke, the percentage of teacher teaching activities obtained 49 scores with indicators or a total percentage of 87.5% and was in the excellent category, thus, it can be said that teacher teaching activities in cycle II have reached the success indicators. Meanwhile, the results of observations of student activities can be seen in table 6 below:

Table 6. Observation Sheet Cycle II (Students' Activities)

No	Aspects observed	Score			
		1	2	3	4
A	Introduction				
1	Students respond to appreciation and learning objectives			√	
B	Constructivism				
2	Students explore their initial knowledge about the learning material			√	
3	Students reveal facts about a problem				√
C	Inquiry				
4	Students learn to use critical thinking skills so that they can find answers				√
5	Students can formulate problems, observe, analyze and communicate			√	
D	Questioning				
6	Students create situations that facilitate questioning of a problem.			√	
E	Learning Community				
7	Students co-operate with each other so that students do not feel reluctant, embarrassed to ask questions.				√
8	students have different knowledge, experience or skills that need to be learnt				√
F	Modeling				
9	Students display learning that teachers can see, feel, and replicate			√	
G	Reflection				
10	Students respond to events, activities or knowledge received			√	
11	Students end the learning process for each meeting				√
H	Assessment				
12	Students know and ensure that students have experienced the learning process properly			√	
13	Students take appropriate actions so that students can master the predetermined competencies			√	
14	Students draw learning conclusions with teacher guidance			√	
	Total			47	
	Total Percentage			83.92%	

The observation results of student learning activities in cycle II (table 3) above shows that the percentage of student learning activities obtained 47 scores (high than cycle I which was 37) with a total percentage 83.92 (high than cycle I which was 57.14%), these score and percentage was in excellent category, thus, student learning activities have reached the specified success indicators. Furthermore, in the evaluation section, the researcher asked students to write an explanation text based on the material that had been taught. The data obtained based on student learning outcomes in writing explanation text in cycle II is presented as shown in table 7 below:

Table 7. Students' Writing Score of Cycle II

Students	Category				Total	Final Score
	C	V	G	M		
1	3	4	4	2	13	81
2	4	3	3	3	13	81
3	4	4	2	3	13	81
4	3	3	4	3	13	81
5	4	3	3	3	13	81
6	3	3	4	3	13	81
7	4	3	3	4	14	87
8	4	2	3	4	13	81
9	2	3	4	4	13	81
10	4	3	2	4	13	81
11	3	2	3	4	12	75
12	4	4	1	3	12	75
13	2	3	3	4	12	75
14	3	3	3	4	13	81
15	3	3	4	4	14	87
16	3	3	4	4	14	87
17	4	4	4	1	13	81
18	4	4	1	4	13	81
Total/Percentage					1458/81%	

Table 7 above shows that the total score of students' explanation text writing skills in cycle II increased by 1,458 from cycle I which was 1,140, and the percentage of completeness was 81% compared to cycle I which was classified as low at 63.33%. Based on these results, students' explanation text writing skills have increased and meet the maximum completion criteria set, which is 75. Based on the exposure of the research results in cycle II, it can be concluded that there has been an increase in the skills of

writing explanation texts of grade XI students of SMA YPPK YOS SUDARSO Merauke. This improvement is indicated by the increase in the percentage of completeness, namely 63.33% in cycle I up to 81% in cycle II. Thus, this research was stopped.

In the reflection stage, based on the results achieved in cycle II, the ability to write an explanation text structure through natural event media in class XI SMA YPPK YOS SUDARSO Merauke, reached the average and was above the KKM score standard of 75. In addition, student learning activities increased in the second cycle compared to the first cycle with the problem-based learning model and teacher teaching activities were also maximized in applying this learning model to explanation text material.

The learning process of writing explanation texts using problem-based learning model in class XI SMA YPPK YOS SUDARSO Merauke in cycle II provides results: the teacher explains the material briefly, clearly, and systematically, then groups students in groups and directs students to work together in groups to write explanation texts by grouping students heterogeneously as in the first cycle. All students actively asked questions, and developed students' thinking by understanding the essence and meaning of the animated video from each scene shown. As students learn in groups to understand the actors or characters, categorize the objects in the video, and determine the structure of the explanation text seen. The teacher motivates and reinforces students who are active in group work and question and answer. At the end of the meeting, the teacher directs students to consolidate their knowledge by summarizing the lesson material, then closes the lesson.

Discussion

The implementation of problem-based learning in learning explanation texts has gone through several stages that can be applied to the problem-based learning model. Through the English teacher's observation, the stages have been achieved, but the implementation of this learning mode should be done in two stages. At first, when a teacher enters the classroom, the first thing to do is to greet and pray to the students in the class. After the activity, the teacher checks the attendance of the students and then senses and communicates the basic competencies by telling the students directly the metrics and objectives to be achieved in their learning. After the activity, the teacher starts the lesson by giving an overview of the event or fact being discussed. When discussing or communicating around an event, the teacher connects it to the interpretive writing learning material, then explains the concepts, principles, and procedures of writing an explanation text.

Next, after communicating the rules of discussion, the teacher needs to ask students to join their respective groups. Although the teacher may seem new to group formation, pairing students with classmates and friends who sit nearby, this is very effective in keeping the classroom atmosphere calm and speeding up the group formation process. The activities carried out by the groups are discussing each topic in the group, reading examples of explanation text, the concept of explanation text, the characteristics of explanation text, the information conveyed in the explanation text and framing the text and then developing it into a complete explanation text. In the discussion activities, the teacher only supervises and guides students who have difficulties, and occasionally explains to students. The teacher also asked students to share ideas with group members for the best results, but prohibited them from discussing with other group members. Again, this is done by the teacher to keep the class quiet. Thus, in problem-based learning, the teacher is only a facilitator and students themselves are more proactive in discovering what they have to learn. These learning steps reflect the third phase of problem-based learning, which is directed individual and group enquiry.

Teachers also need to provide opportunities for students to ask questions that are still not understood. Before asking students to observe and discuss the next activity, the teacher first identifies the areas to be assessed in the learning. All activities in this lesson are included in the first stage, which is orientating students to the problem. The step that the teacher takes after presenting the results of each group's discussion is to comment on the discussion that has been carried out. The final activity carried out by the teacher is to end the lesson by giving a conclusion to the learning that has been carried out. This final step has reflected the fifth stage in problem-based learning, namely analyzing and evaluating the problem-solving process. So the application of problem-based learning in learning to write explanation texts of grade XI students of YPPK YOS SUDARSO Merauke High School which has been implemented by English teachers is in accordance with existing theories and the 2013 curriculum regarding problem-based learning.

The causes of students' failure in writing explanation texts were identified. Based on the observation results in cycle I conducted by the observer, it can be seen that only one item was not carried out by the teacher during the lesson, namely providing motivation to students before entering the core of the lesson. In fact, this item is quite important, because this motivation has a significant effect on increasing student learning success. This can be seen in the results of the first cycle observations of students who fell into the enough category with a total percentage of 57.14%. For this reason, it can be said that procedurally the teacher has done the best during learning,

but it should also be noted that motivation is very important to be given to students in an effort to support their learning. Therefore, the root of the problems faced by students is not only limited to motivation, so it needs to be studied more deeply.

Based on students' writing in cycle I, where in cycle I, the results of students' writing tests were in the sufficient category with a total percentage of only 63.33% with total score 1.140 and no students reached the maximum completion criteria of 75. On top of that, it can be seen that there are some weaknesses when writing explanation texts. The students' weaknesses are sorted as shown below. 1) Students have not fully followed the outline when writing the text so that the writing is not structured, 2) Students seem to have difficulty developing the main idea of the paragraph. It can be seen in their writing that often combines two main ideas of paragraphs into one paragraph, 3) Students do not understand the use of effective sentences. It can be seen in their writing which is long and convoluted. In fact, only one sentence in one paragraph, 4) Students often reverse the use of prepositions. 5) Students do not fully understand the rules of writing capital letters in writing.

The success of the learning process of writing explanation texts in high school is largely determined by the way the teacher presents the subject matter, in the form of learning media. One of the learning models that prioritize student activeness in learning in groups is the problem-based learning model, students are expected to be active and motivated in working together in groups in understanding the content of the reading/text, instead of a learning approach that only prioritizes teacher activeness while students are only passively listening and taking notes which can actually make students bored or bored following lessons. These conditions can lead to low student learning abilities.

Student learning outcomes in cycle I have not been achieved so that in this second cycle the teacher uses the same learning model, namely problem-based learning but in a different way of application by paying attention to the shortcomings in cycle I, to be applied in the learning process of cycle II and declared successful. By applying the problem-based learning model based on the shortcomings of cycle I, the activities of teachers and students went well, this was due to the teacher applying this model and applying the steps according to the things to be overcome in cycle I. In addition, student learning activities also increased. In addition, student learning activities have also improved such as student test results and students' ability to ask questions and answer tasks given by the teacher has been achieved, students are no longer shy, students are starting to be active in the learning process.

The students' weaknesses above are in line with the results of observations and student test results, where the results of observations and student test results show that

there are four things that students consider difficult when writing explanation texts. The four things are 1) students have difficulty in assembling effective sentences in a paragraph, 2) students have difficulty in determining the structure of the text, 3) students have difficulty in using proper spelling, and 4) students have difficulty in developing the main idea of the paragraph. Therefore, after reflection with the subject teacher, it was decided that improvements would be made in cycle II. The things that were improved in the next cycle were as follows. 1) Students will be directed to re-examine the questions that must be filled in by students after listening to the explanation of the material. The question is actually the outline of the explanation text that students will compose. For this reason, students must understand the purpose of the worksheet and students must understand the text outline based on the worksheet they have done, 2) Students will be guided to be able to compose explanation sentences based on the main sentence provided into a paragraph, 3) Students will be guided to correct ineffective sentences into effective sentences, 4) Students will be guided regarding the use of prepositions 5) Students will be guided regarding the use of capital letters in sentences.

In Cycle II, this meeting begins with the presentation of things that students need to improve in writing explanation texts as planned. Then, continued with data collection. Based on the observation results from the observer, the implementation of learning has been carried out by the teacher systematically and all learning steps have been carried out. In addition, there were no things that needed to be improved during the implementation of learning. In other words, the learning carried out by the teacher was very good. The results of cycle II based on the results of writing explanation texts by students showed an increase in the average score, namely from cycle I with an average of 63.33% to cycle II which was obtained at 81%. In cycle I the number of students in the pass category was 0 students, while for cycle II there were 18 or all students passed the set KKM of 75.

Cycle II was declared successful based on the minimum completeness criteria. In addition to what has been described above, the results of cycle II based on the findings in learning, there are weaknesses faced by students during learning, where the problems found are almost similar to the problems they mentioned in cycle I, namely 1) students have difficulty in assembling effective sentences in a paragraph, 2) students have difficulty in determining the structure of the text, 3) students have difficulty in using proper spelling, and 4) students have difficulty in developing the main idea of the paragraph. The student problems found in the learning process in both cycles I and II could have been repeated in both cycles because some students did experience the same difficulties. In other words, students who have not been able to write explanation texts

well at all may write difficulties such as the four points mentioned earlier. Students who have been able to write explanation texts well might write that they have no problems in writing this text. Alternatively, students who have been categorized as being able to write an explanation text, but who still feel that they have some difficulties in writing this text, are likely to write problems as above. Therefore, the results of this study cannot be said to be able to improve learning outcomes in all students. However, this study was able to show an increase in student learning outcomes from cycle I to cycle II.

The results of this study are reinforced by several theories which state that problem-based learning is a learning approach that uses real-world problems as a context for students to learn about critical thinking and problem-solving skills as well as to acquire essential knowledge and concepts from the subject matter (Wijaya, 2021). According to Fidan & Tuncel (2019) through this model, students can gain knowledge by doing problem solving activities so that the concepts learned can be accepted and understand the information that has been received and connect it to everyday life. Thus, students not only master the theory but can apply what they learn in everyday life. This strengthens the theory that the problem-based learning model is an interaction between stimulus and response, a relationship between two directions of learning and the environment. The previous research that supports this research is Hussain et al., (2021) which shows that by applying a problem-based learning model can improve student activities and learning outcomes. The research results of Ismail & Edi (2022) stated that by applying a problem-based learning model, it was concluded that there was a significant difference between the average final test score of the experimental class and the control class.

Therefore, the application of problem-based learning model applied by English teachers in learning to write explanation text for XI students of SMA YPPK YOS SUDARSO Merauke is in accordance with existing theories and subjects in the 2013 curriculum on problem-based learning model. In addition, according to the findings, some obstacles or problems faced by teachers when applying problem-based learning models to learn to write explanation texts. Where these problems/constraints are regarding the teacher's experience in identifying interesting topics and the teacher's ability to manage the time needed for learning, because this learning model requires longer time from the student side it does require more attention to describe the differences in student abilities. The lack of students' critical thinking skills is a very difficult obstacle for teachers because problem-based learning models require students to be able to think critically.

CONCLUSION AND SUGGESTION

The conclusion of this research is as follows. The explanation text writing skills of XI grade students of YPPK YOS SUDARSO Merauke High School by applying a problem-based learning model improved. It can be seen from the average value of test results in cycle I of 63.33% rose to 81% in cycle II. The low ability of students in writing explanation texts is reflected in the lack of students' ability to organize thoughts, develop essay outlines, write sentences and the vocabulary used is still limited. They still do not understand the use of correct spelling. From the observation, the problems that occur when assigning students to write explanation texts include: 1. Students take a long time to write an explanation essay. 2. Students are less capable in terms of choosing words to express their thoughts, 3. The content of the sentence relatively does not describe the subject. 4. One sentence is not the same as another sentence in a row, one segment is not coherent with the others. The problem of students' low explanation essay writing skills is also influenced by the learning methods used by teachers.

In addition, the average observation results of both students and teachers in cycle I were only at 67.85 (teacher) and 57.14% (students) which increased in cycle II, where the teacher's observation results increased to 87.5% and students to 83.92%. Based on the observations made by the observer, the learning steps in the lesson plan were implemented by the researcher systematically. Based on the results and process of this research, some suggestions are as follows. (1) Learning to write explanation texts will have better results if you apply learning models and combine them with learning media. One of the learning models and media is the problem-based learning model with the help of video media. (2) The results of this study can be used as a reference for Indonesian language teachers to be applied to students on the material of writing explanation texts. (3) The results of this study cannot be generalized due to differences in student characters in each school, but the results of this study can be used as a comparison material. (4) It is suggested to other teachers or researchers who are interested in conducting similar research to make a comparison between this PBL model and other models in writing explanation texts.

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