

How Does *Problem Based Learning* Method work on EFL Students' Writing Ability? (CAR Study)

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ABSTRACT

The problem-based learning method is one of the methods that can be applied in EFL classes, especially for students' writing skills, so that it can create a pleasant learning atmosphere and make learning more active in classroom learning activities. The problem-based learning model is one of the learning models that can shape scientific behavior, social actors, and develop students' curiosity. Learners are initially faced with a problem, then followed by a student centered information search process. Seeing the importance of this method, this study aims to see the extent to which the PBL method can improve students' ability to write Narrative text. With Classroom Action Research design, this study was applied to 20 students of class X. In collecting data, tests were used to obtain an overview of student achievement, each of which was given in each cycle. The results of this study show that PBL can improve students' narrative text writing skills, this can be seen from the percentage of student results in each cycle. In addition to making the classroom atmosphere active and participatory, PBL also makes students think more critically in solving their problems. Students are required to be able to solve their problems both individually and in groups. Seeing the important role of this PBL method, the results of this study can be used as starting points or corrections for further research

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INTRODUCTION

English language learning contains language skills consisting of listening, speaking, reading, and writing. The four basic skills are interrelated and are a unity. One language skill will affect other language skills (Dwi, 2019). Batubara, (2021) mentioned that listening and reading are included in receptive activities, while speaking and writing are productive activities. This does not mean that active speaking and writing activities are better activities than passive listening and reading. Actually in listening and reading there is brain work to absorb various information and knowledge in it.

As one of the skills in language, writing is an active and productive activity. Student writing skills are not a talent, but a skill that can be developed through continuous practice (Hadi et al., 2021). Writing skills need to be developed in education because it can train students to think critically in responding to everything. Writing can also make it easier for students to feel and enjoy relationships, deepen our responsiveness or perception, solve problems, and describe experiences. One of the skills that need to be developed for students is writing narrative text. Based on the 2013 Curriculum (K13) SMA/MA class X writing narrative is one of the competencies that students must have. The implementation of Curriculum 2013 based on scientific and thematic approaches will face a number of challenges (Pradana & Syarifuddin, 2021). These challenges will relate to teachers, time, teaching materials, assessment, media, and learning models. Furthermore, related to the scientific approach in Curriculum 2013, there are three recommended learning models, because students are required to be more active in the learning process. These models are (1) Discovery Learning, (2) Project Based Learning, and (3) Problem Based Learning.

Writing narrative text requires skills in selecting and organizing linguistic elements in order to entertain/interest readers. Writing narrative text requires a variety of language and proper organization of words and content. As stated by Shasqia, (2020) most students have difficulty in arranging words in telling stories, and have difficulty finding the title of the narrative they write. In addition, Falihah *et al.*, (2022) also explains about students' responses, namely the lack of learning methods in writing narrative text. This has an impact on how students think that writing narrative text is difficult and takes a long time. As Ali, (2019) claimed in his research also found that the lecture method and presentation of images that are usually used by teachers are considered less effective in the learning process of writing narratives. This then results in students' ability to create and develop ideas in writing narrative text is very low. Therefore, Farahian et al., (2021) It implies that

there is a great need for an innovative learning model in learning to write descriptive text. The existence of an innovative learning model is expected to provide maximum results in the student writing learning process.

Speaking of innovative methods, Dawilai et al., (2021) provides a breakthrough on the PBL (Problem Based Learning) method. The problem-based learning method is one of the innovative problem-based learning models. PBL is a centered learning strategy where students together solve problems and reflect on their experiences, as well as discuss to solve problems. The characteristics of PBL learning are challenge-driven, open-ended problems or realities, the teacher takes on the role of learning "facilitator". Thus, students are encouraged to take responsibility for their groups and organize and direct the learning process with support from a teacher or instructor. PBL is learning that presents students with a variety of authentic and meaningful problem situations, which can serve as springboards for investigation and inquiry. More broadly, Sari et al., (2021) states that problem-based learning is an innovation in learning because in PBL students' thinking skills are truly optimized through a systematic group or team work process, so that students can empower, hone, test, and develop their thinking skills continuously.

Cosgun & Atay, (2021) added that the problem-based learning method is known as problem-based learning, which is by presenting students with meaningful problem situations that can make it easier for students to conduct investigations and solve problems. The problem-based learning method is expected to be able to improve students' narrative text writing skills, thus, the works produced are more qualified and creative. Because Afriani et al., (2019) has a suggestion that the problem-based learning method can be applied in English learning activities to improve the language skills of students. In addition to the PBL method being innovative, active and can stimulate students' abilities, PBL also gives students experience to learn from problems that exist in society, and from students' personal experiences and are expected to be able to pour it in the form of narrative text. In line with the findings, suggestions and statements above, this study was conducted with the aim of examining whether or not the PBL method can improve students' narrative text writing skills.

REVIEW OF LITERATURE

Writing and Its Purposes

"Writing activities are activities to produce language and organize thoughts in writing" (Falihah et al., 2022). This writing activity is expected by the writer to

have a sign or master the symbols that exist in writing or writing procedures. Uztosun, (2006) states that writing is lowering or painting graphic symbols that describe a language that is understood by someone so that other people can read it. the purpose of writing as follows, first Assignment porpuse (assignment purpose) the purpose of giving this assignment has no purpose at all only in the form of a task. The writer writes something because it is emphasized, not because of his own will or from his heart's desire, for example students are given assignments and must be collected, and there is an element of compulsion. Second altrustic (altrustic purpose) the writer has a goal to make the reader happy and avoid the reader's position, wanting the readers to understand and appreciate his feelings and reasoning made in writing. Third persuasive purpose (inviting purpose) writing that has the aim to invite readers to believe what they read and attract attention. Fourth, the informations purpose of this writing aims to provide information or understanding to the reader to go deeper. Fifth, self-expressive purpose, the writer gives a statement to the reader to know the values he reads and problem solving purpose, in this purpose the writer wants to provide a picture at hand to provide an explanation, clarify what is thought and what is felt and made into writing so that the reader can understand it.

Writing Concept for a Narrative Text

Technique is a way that is considered appropriate to do a rule. In writing a narrative text, of course, there are techniques and rules that must be followed so that what the author puts forward or wants to convey can be understood by the reader. According to Falihah et al., (2022) rules are a provision that is a guideline in explaining an activity. The rules for producing a clear narrative are to determine a good and interesting topic, limit the topic, determine the purpose of the topic, explain your attitude towards the topic and the reader, assess the data collected, formulate the main idea in the narrative text, and organize the idea. Pardosi et al., (2019) argue that writing skills also encourage students' intellectual development, think critically and logically, organize, deepen responsiveness or perception in solving problems faced and compile ideas and experiences in writing. Through this, students are expected to improve their learning achievement and develop their knowledge. According to Amin et al., (2020) there are stages to guide writing narrative text, namely, determine the theme and message to be conveyed, set the target audience, design the main events or events that will be displayed in the form of a plot scheme, divide the events (beginning, development and end), detail the events in the details of the event as a support for the story, then arrange the setting, point of view, and story.

Writing a Narrative Text in the Lens of PBL (Problem-Based Learning)

Writing a narrative text requires a problem that exists in this world either in the past or the present, to facilitate the reader's understanding of real problems, there needs to be clear steps in writing (Falihah et al., 2022). Exposing a problem is an effort to clarify the problem that will be written in the narrative text. Writing a narrative text does not escape the problems that may be open in this world either past or present. According to Ali, (2019) Problem Based Learning is a learning strategy where students learn through practical problems related to factual life. Students learn in groups and are given the responsibility to solve the problems discussed, then students are required to demonstrate what they have learned in the form of performance. In this problem-based learning method, there are also steps to solve a problem, namely by exposing students to problems, coordinating students to learn, guiding students to collect data, developing and demonstrating, evaluating and solving problems, collecting results. In the PBL method, students are given a problem (Dawilai et al., 2021). Then in groups (about 5-8 people), they will try to find solutions to these problems. To get a solution, they are expected to actively seek the information needed from various sources. Information can be obtained from literature, sources, and so on.

METHOD

In relation to the main purpose of this research, which is to describe the planning, implementation process, and improvement of narrative text writing ability through the implementation of Problem Based Learning model in class X students, this research is categorized as classroom action research. The variables in this study are the improvement of the ability to write narrative text by applying the Problem Based Learning model to the research subject and the process of applying the Problem Based Learning model in learning to write narrative text. The research design used follows the stages beginning with planning, action, observation, and reflection (Amin et al., 2020).

The population in this study were all grade X students while the sample of this study were grade X language students with a total of 20 students, in the 2022-2023 school year. The research instrument used in this study was a test sheet. Thus, the data obtained in this study are the results. The research data analysis technique was carried out using quantitative descriptive analysis to measure students' ability to write narrative text based on the data obtained. In addition, data on student learning outcomes were analyzed quantitatively. The indicator of the success of this study is if the percentage of students' learning completeness reaches 85%

collectively which is marked by the minimum completeness criteria set by the school for English subjects, namely 75.

FINDINGS AND DISCUSSION

Findings

Cycle 1

Based on the background, problem formulation, research objectives, research benefits, literature review, and research methods previously described, this section will explain the results of the research by applying the Problem Based Learning model as an effort to improve the ability to write narrative texts of X grade high school students.

➤ *Planning Stage*

In the planning stage, the lesson plan was prepared. The lesson plan is based on the core competencies, basic competencies, and achievement indicators as well as learning objectives in accordance with the curriculum used at school, namely the 2013 curriculum. Determination of competencies and achievement of competency indicators is based on the material being taught. Therefore, the formulation of teaching materials is certainly related to indicators of competency achievement. This is so that learning is carried out with clear direction and objectives based on the curriculum applied at school. In its application, PBL is applied in the topic of writing descriptive text in accordance with the guidelines of the curriculum which are clearly outlined in the lesson plan.

➤ *Action Stage*

The implementation of the Problem Based Learning model in learning to write narrative text in cycle I lasted for 3 meetings. These meetings are adjusted to the hours or schedule of English subjects. Therefore, in its application, each meeting lasted for 2 × 45 minutes. At this stage, the action was carried out as prepared in the lesson plan. The implementation was carried out for two meetings or 4 lesson hours, each meeting had 2 hours of meeting and the last meeting was for the test. At this stage, the learning process is carried out in accordance with the lesson plan (RPP) that has been made based on the curriculum.

➤ *Observation and Evaluation Stage*

The observation results based on student test results in cycle I show that the average score is 62.35, while the ideal score for student writing results is 100, the highest score is 73, and the lowest score is 48, from these results indicates that there are still students who need improvement, in this case it will be improved in the

next cycle of learning. For more details about the results of the analysis of students' writing ability regarding narrative text in cycle 1 can be seen below:

Table 1. Students' Final Score for Cycle 1

Cycle 1	
Students	Score
S-1	56
S-2	56
S-3	57
S-4	48
S-5	56
S-6	58
S-7	49
S-8	50
S-9	62
S-10	68
S-11	69
S-12	72
S-13	72
S-14	73
S-15	70
S-16	72
S-17	59
S-18	60
S-19	70
S-20	70
Total/Percentage	1.247/62.35

➤ *Reflection Stage*

In fact, the findings in cycle 1 on learning activities by applying the Problem Based Learning model in learning to write narrative text have not been successful. The results of observations of students during the learning process showed that some students did not understand the steps in the learning activities. In addition, students had difficulty collecting information or data that was appropriate to the learning topic due to limited learning resources. This makes it difficult for students to develop the ability to gather information to get an explanation of the problem at hand. In addition, it is also necessary to cooperate with the teacher, the teacher does not provide opportunities for students to ask questions and lacks motivation for students to present their work. In addition, the teacher did not provide opportunities for students to summarize the subject matter.

Cycle 2

➤ *Planning Stage*

In the planning stage for cycle II, it was carried out like what happened in cycle I. In practice, it includes preparing a lesson plan (RPP), compiling and

preparing the material to be taught. In its application, in cycle II, activities during the learning process that were not carried out in cycle I will be carried out based on the lesson plan (RPP) that has been made and at the same time will refer to the results of the first cycle reflection. The results of the reflection of each finding and things that were not done in cycle I will later be applied in cycle II.

➤ *Action Stage*

At this stage, the implementation of the action is more or less the same as the implementation in cycle I, which lasts for 3 meetings by observing all student learning activities in each meeting. The time allocation for each meeting is 2 x 45 minutes and is divided into three main activities, namely introductory activities, core activities, and closing activities in each meeting. With this, learning is expected to be more focused on improving students' skills in writing narrative text. With this division, what was not covered during cycle I can be covered well.

➤ *Observation and Evaluation Stage*

Table 1. Students' Final Score for Cycle 2

Cycle 2	
Students	Score
S-1	81
S-2	77
S-3	79
S-4	78
S-5	78
S-6	80
S-7	79
S-8	80
S-9	85
S-10	84
S-11	87
S-12	79
S-13	76
S-14	79
S-15	80
S-16	80
S-17	78
S-18	89
S-19	76
S-20	80
Total/Percentage	1.605/80.25

Based on the evaluation results, it can be concluded that the level of narrative text writing ability of X students after applying the Problem Based Learning model in cycle II obtained an average score of 80.25, with an ideal or total score of 100, the highest score in cycle II was 89, and the lowest score was 76. In cycle II the percentage of student completeness was 80.25% for the total. Thus, the results of students' narrative text writing skills in this cycle are considered complete because they have met the criteria for the success indicators of student learning outcomes set by the school, namely 75.

➤ *Reflection Stage*

In this reflection stage, it was found that the results of the implementation of cycle I, obtained a description of the actions to be implemented in cycle II as an effort to improve the actions carried out in cycle I. After making improvements based on the results of observations and evaluations during the learning process, it can be stated that students' activities and writing skills, especially narrative text, are satisfactory or maximum. This can be seen in that students already look active during the learning process and students' motivation to learn and seek information is also good so that it affects the desire to participate in learning. With the improvement of learning in optimal teaching and learning activities, the results of student learning in class X experienced an increase in the results of writing narrative text which was quite significant from all students. This can be seen from the total / percentage of results in each cycle which experienced a very significant increase.

Discussion

Writing skills are closely related to critical thinking skills. Low critical thinking skills can prevent students from developing writing skills. Educators can design the learning process by choosing the right learning model. Providing problems that involve students' critical thinking skills and involve the writing process based on real problems is very important for students, because it allows students to be able to solve social, scientific and practical problems effectively. The application of problem-based learning model in writing narrative text is effective. This is in accordance with the opinion of Jabarullah & Iqbal Hussain, (2019) which defines Problem Based Learning (PBL) as "Learning obtained through the process towards understanding or resolution of a problem". The percentage of implementation of educator activities reached the maximum value in learning activities using the problem-based learning model, namely at the introduction

stage, providing problem orientation to students, organizing students for investigation, developing and presenting results, reflection, and closing.

In relation to this research, problem-based learning is a learning model that involves students in the process of solving problems through the stages of the scientific method so that students learn critically, solve problems in order to obtain essential knowledge and concepts from the subject matter. A learning method that emphasizes the ability of students to solve a problem scientifically (Rashtchi & Khoshnevisan, (2020). Meanwhile, the conventional learning model is a learning model that is still used in the learning process, it's just that the current conventional learning model has undergone various changes due to the demands of the times, even though the conventional learning model in its use is not optimal, it is still teacher-centered learning, prioritizing results not processes.

The research data showed a significant increase in students' ability to write narrative text using the problem-based learning model. This can be seen from the comparison of the overall average value of the initial test and the final test in each cycles. According to Afriani et al., (2019) problem-based learning (PBL) is an innovation in learning because students' thinking skills are truly optimized through a systematic group or team work process, so that students can empower, hone, test, and develop their thinking skills continuously. Problem Based Learning is an innovation in learning because students are trained to think and find alternative solutions to solve real problems faced. Problem Based Learning is a way of utilizing problems to generate learning motivation. The goal of Problem Based Learning is the mastery of learning content from the heuristic discipline and the development of problem-solving skills. The Problem Based Learning (PBL) method is a problem-oriented learning model and students are required to develop the ability to think, solve problems, and find solutions to problems faced both individually and cooperatively.

The implementation of the Problem Based Learning model in learning to write narrative text in cycle I lasted for three meetings, each meeting lasted for 2 x 45 minutes with a division of 2 meetings for material and 1 for tests. At this stage, the action is carried out as prepared in the lesson plan. The implementation was carried out for two weeks as many as three meetings or 6 lesson hours. Furthermore, the learning process was carried out in accordance with the lesson plan (RPP) that had been made. From the results of the analysis, it was found that the students' ability to write narrative text in cycle I had not been maximized or had not met the minimum completeness criteria or success indicators. The results of students' writing in cycle I showed that the accuracy of content aspects, text

structure aspects, vocabulary, sentence aspects, and mechanical aspects were classified as sufficient. In cycle I, students who achieved learning completeness based on the minimum completeness criteria set were not yet students who reached the criteria. This is because students have difficulty determining the topic, text structure, and collecting information that matches the chosen topic. According to Shasqia, (2020) writing narrative text is as follows: (1) determining the topic, before composing we must determine the topic or theme, (2) determining the purpose, the purpose of writing is something that the author wants to achieve through the narrative he writes, (3) collecting data material is needed as material to develop ideas in a narrative, (4) compiling an outline, a narrative outline is a work plan that contains the outline or arrangement of the subject matter of a narrative to be written, (5) developing the outline, developing the outline is outlining a draft narrative also means filling in details or describing the problem so that the parts become clearer, (6) correction and revision, the script that has been written should be corrected again, and (7) writing a revised script. . This needs to be done so that the writing produced has a better value.

In cycle II, the research planning in this cycle was carried out as in cycle I. This included lesson plans (RPP). This includes lesson plans (RPP), compiling and preparing materials to be taught. In this case, activities during the learning process that were not carried out in cycle I will be carried out based on the lesson plan (RPP) that has been made based on the results of the first cycle reflection. The action stage was the same as the implementation in cycle I, which lasted for three meetings by observing all student activities. The time allocation for each meeting is 2 x 45 minutes and is divided into three activities, namely introductory activities, core activities, and closing activities. Meanwhile, in the observation and evaluation stages carried out on the implementation or application of the Problem Based Learning model in learning to write narrative texts in class students. The results show that in cycle II the students' ability to write narrative text has increased.

The increase in student learning outcomes occurs because the application of the Problem Based Learning model is applied systematically so that students can develop learning motivation, collect data and information from various sources. This is in line with the opinion of Sari et al., (2021) which stated that the purpose of PBL is the mastery of learning content from heuristic disciplines and the development of problem solving skills. PBL is also related to life wide learning, information interpretation skills, collaborative and team learning, reflective and evaluative thinking skills. Furthermore, the results of the test of students' narrative text writing ability by applying the Problem Based Learning model showed that

students experienced an increase in scores, both in student completeness and the average score obtained by students. The average student score in cycle I, which was 62.35, increased to 80.25 in cycle II. The increase in student completeness from cycle I to cycle II occurred due to improvements in each cycle. Corrective actions include teaching materials, learning resources, learning models, and giving rewards and punishments to students.

Thus, based on the results of the study, it shows that students' writing skills can improve through the application of the Problem Based Learning model, students can improve their ability to write narrative texts which include aspects of content, text structure, vocabulary, sentences, and mechanics after taking action in cycle I and cycle II. This shows that the Problem Based Learning model shows a significant improvement in improving the ability to write narrative text for students. This learning model is problem-oriented and students are required to develop the ability to think, solve problems, and find solutions to problems faced both individually and cooperatively. According to Cosgun & Atay, (2021) problem-based learning is an innovation in learning because in PBL students' thinking skills are truly optimized through a systematic group or team work process, so that students can empower, hone, test, and develop their thinking skills continuously. In addition, the improvement of students' ability to write exposition text is an implication of the application of the Problem Based Learning model applied. This shows that teachers have a very important role in the delivery and selection of learning models that are in accordance with the material to be taught. The effect of the ability of a teacher who has experience and good language skills has an impact on student learning outcomes so that in the process of delivering learning, students respond more quickly to the material being taught.

CONCLUSION

Based on the results of the analysis and discussion of this class action research, it can be concluded that the application of the Problem Based Learning model can improve students' narrative text writing skills in class X. This is shown from the planning, implementation, observation, and evaluation results of writing exposition text in cycle I and cycle II. This is shown from the planning, implementation, observation, and evaluation results of writing expository text in cycle I and cycle II. In addition, based on all the findings and discussions, it can be concluded that the Problem Based Learning model can improve students' ability to write narrative text. Based on the findings that have been concluded, the following suggestions are made: In carrying out the learning process in English subjects on

writing skills, the use of the Problem Based Learning model should be the choice of several existing methods considering that this method has been proven to increase cooperation, creativity, active action, exchange information, express opinions, ask questions, discuss, argue and others. Although this research has been able to prove one of the many benefits of the Problem Based Learning model in improving students' narrative text writing skills. Therefore, it is certain that there are still things that have not been perfectly done, therefore to other researchers who are interested in researching the same topic to examine the parts that have not been studied. Furthermore, for reinforcement, it is expected for further researchers to conduct further research to verify the data of the research results.

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