

Problem-Based Learning in Learning Writing Skills in Vocational High School (SMK)

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Abstract. Knowledge and experience affect writing skills which need to be supported by correct writing. For students to have adequate writing skills, they need to be allowed to practice learning Indonesian. Problem-Based Learning is a model that might encourage students to participate actively in their learning (PBL). This study examined the application of the PBL model in learning writing skills. Research data in the form of library documents were then analyzed by critical analysis. For vocational high school students, they were allowed to write based on their field of expertise to make them be able to write in various fields in the long run. Through the PBL model, students could build their knowledge related to the genre of the text assigned to them. The teacher as a facilitator did not provide information, yet guide the process of investigation learning.

Keywords: model, learning, Problem-Based Learning, writing skills

1 Introduction

In learning the Indonesian language, students are trained to write. The students are expected not only to write theory but also to express and communicate ideas and feelings with various types of writing. In writing, students apply linguistic theory so that the results of the writing can be understood by the reader properly as what the author intends to. In addition, the author's knowledge related to the object of writing will be projected when the object is presented.

If the writer has a high reading ability, it can serve as a provision for writing so that the object presented can be comprehensive. One will get an additional 'wealth' of knowledge and experience by reading [1]. Currently, students need to master various literacy skills such as reading and writing literacy, numeracy, science, digital, and culture. According to UNESCO data, the Indonesian's reading interest is exceedingly low at 0.001%, suggesting that out of 1,000 Indonesians, just one person reads diligently[2]. However, it is further explained that Indonesians can use the smartphone for up to 9 hours a day to surf social media instead of actively reading.

Information obtained on social media can be used as equipment for writing. However, it remains

difficult to express ideas in various types of writings. The students encounter difficulty when they are asked to convey ideas, experiences, and observations in written form. It is experienced by students of Vocational High School (SMK).

Bahasa Indonesia subject is included in the normative group in SMK. SMK students seem to focus on productive subjects. The students will communicate in spoken or writing form in social life. Therefore, the students are enabled to practice writing to be able to equip language skills, especially writing skills. Learning provides both writing theory and repeated practice as well as feedback so that students become skilled in writing, including writing negotiating texts. Learning to write negotiation texts can prepare students to practice interacting in solving problems which aim is mutual agreement. However, the skills of writing negotiation texts for SMK students remain less effective.

In learning process requires a learning model that can involve students actively. The learning model can be used as a guide for determining learning gadgets that are compatible with the teaching materials to be utilized in the classroom. [3]. Problem-Based Learning (PBL) is one of the learning models that can encourage students to participate actively in the learning process. In PBL, students are challenged to problems that have been presented before attaining new knowledge [4]. Under these conditions, teachers provide opportunities for students to find resources while the remaining is under monitoring and guidance. Teachers can take advantage of some of the problems that are read or understood by students as topics in writing by surely referring to the learning objectives.

If the teacher directly delivers the material, the students will only listen and immediately get the knowledge given by the teacher. As a result, boredom will quickly arise in the learning process. In addition, students are less active in the learning process. These conditions can be overcome by the PBL method. By using this method, the teacher conveys stimulated materials in the form of problems that require a solution. This learning method will be more challenging. Students can also be trained to be independent, think critically, and be creative in solving problems. The teacher plays a role as a learning guide to facilitate students to construct knowledge. This study examined the application of the PBL learning model in learning writing skills. Several studies have been conducted on writing skills. (Bipinchandra et al., 2013) examined the analysis of learning needs for argumentative writing [5], Price's study in 2019 discusses the differences between writing as a function of rhetoric and acts of creativity [6]. In addition, research by Loo et al. in 2018 studies on the differences in the application of text writing academics with observational learning by doing [7], Problem-Based Learning in Aslan's study during 2021 probes PBL in online learning [8], and Odell's research in 2019 is related to the impact of implementing PBL in learning [9]. Currently, there is no research conducted on the application of PBL in learning writing skills.

2 Research Method

This is a qualitative research based on library research. In library research, data are obtained from library sources, not field research [10] [5]. Data include library data related to the object of research and data sources were obtained from library documents in the form of books (printed and electronic), scientific journals, and news articles. Data collection used document techniques by searching and collecting data. The data collection technique was carried out in a research note format. Critical analysis was used to examine the data that had been gathered.

3 Results And Discussion

Learning Writing Skills

In learning Indonesian, students are trained to speak well both in theory and in practice so that they can communicate since the main function of language is as a means of communication. Communication is performed through a variety of oral and written forms. To be able to communicate in written form, students are taught to write in Indonesian language subjects with writing skills material. In learning writing skills, students are equipped to be able to write various text genres. Texts are categorized into factual and narrative texts [11]. Furthermore, factual texts include a procedure that aims to explain how things are done, the description that aims to describe the object, reports that aim to report as a unified part, the explanation that aims to explain how a decision is taken, the argument that aims to provide reasons for the proposed thesis. Meanwhile, the narrative text is a story that can be told based on personal experience, fantasy, moral stories, myths, and thematic narratives.

Learning writing skills in SMK is the setting where students are enabled to write texts, such as texts of reports on observations, expositions, negotiations, biographies, folklore, short stories, and anecdotes. The report texts on the results of observations, expositions, negotiations, anecdotes, and biographies are incorporated in factual texts, while folk tales and short stories are part of narrative texts. Vocational High School students study linguistic and literary materials. [12]explains that there are obstacles in writing, comprising lack of material, difficulty in starting and finishing writing, difficulty in structuring and aligning content as well as difficulty in choosing topics which are all included in the general constraints, while the specific obstacle is losing mood to write.

If the prospective material is related to the student's area of expertise, the students should not lack material to write. Ideas may develop because they have a lot of materials. It is necessary to select relevant material to the topic that will be written so that the writing is focused and comprehensive. The quality of writing is influenced by the quality of thinking [13]. If the material is tailored to their area of expertise, students will be better to comprehend the material and apply what they've learned to their daily life. Thus, it can reduce confusion about the material to be written since writing will employ conceptual, sociocultural, and metacognitive knowledge [13]. Students can also write factual and narrative texts starting with their field of expertise or contextual until finally being able to write in various fields.

Linguistic theory is important when writing to be able to assemble various selected materials and facts so that it consists of meaningful sentences. Writing is a complex activity combining various knowledge and experiences to be easily understood by others.

Problem-Based Learning Model

Students are now actively seeking information from various sources for whatever reason they want to know. They have great curiosity supported by the development of advanced technology so that they can easily find the information they need.

If such students learn with teacher-centered methods and learn by only listening, learning will not meet the needs. Students do not pay attention to the teachers. Teachers need to consider the conditions and student needs. Currently, teachers are not the only source of learning, so there

will still be learning in the absence of teachers. However, the teacher as a learning facilitator requires a transition from a teacher as a knowledge provider to a facilitator [14]. Teachers should create conditions for an active learning process. [15] states that learning must optimize student activity and creativity. One of the learning methods that can make students active, think critically, and creatively is Problem-Based Learning (PBL). According to the opinion of [16] stating that PBL makes students active in learning as it is based on problems in the real world and is responsible for what is learned.

The model was first introduced in North America in a health science setting, specifically the School of Medicine at McMaster University in Canada [14]. The main pioneer of PBL was Howard Barrows, who applied PBL to medical education in the 1960s [17]. It was further explained that PBL [14] combines two forms of constructivism, personal and social, but is more inclined towards social constructivism in a broader socio-cultural context. In PBL, students are responsible for their learning outcomes. The knowledge and experience possessed are brought in new learning situations and able to interact and communicate with other students in problem-solving. Constructivism is the basis of the PBL model.

According to constructivism theory, learning is a process of adding information and knowledge by involving previous (old) knowledge and experiencing with the new ones. The characteristics of constructivism learning include; (1) understanding of an object under the study is built independently, (2) understanding has already been possessed and been used during learning, (3) motivation, social context, and individual differences affect the learning process of each individual, (4) meaningful learning with independent learning tasks, (5) learning or explanations from other students are easier to understand than teachers', (6) teachers assist students in constructing knowledge by directing social interactions, and (7) learning constructivism encourages students to be active learners who can solve problems with the teachers' help [18]. Constructivism believes that an understanding can be formed by being constructed by humans themselves.

Learning using PBL applies student-centered learning. PBL involves students actively conducting research, integrating theory and practice, and applying knowledge and skills to find solutions to problems [14]. PBL develops the ability to think critically, analyze, and solve real and complex problems so that they can find and evaluate [19]. PBL teaches students to be independent, think critically, and creatively. Students seek for analyzing, synthesizing, and applying information under teachers' guidance so that they can solve the problems assigned to them in learning [17]. Through problems, students are engaged in the learning process based on initial understanding [16]. In learning using PBL, students are directed by teachers to be able to find, analyze, and synthesize to examine the problems posed. In addition, integrating the knowledge and experience possessed to build understanding independently is essential to make it more understandable.

The problems posed at the beginning of learning are those faced by students in real life. Teachers guide students to research or investigate problems – knowledge is not directly given by the teacher to students. Students are guided to be able to build this knowledge. PBL shares similar traits with the inquiry. [14] explains that inquiry-based learning begins with asking questions, investigating, discovering new knowledge from the information collected and understood, discussing, and reflecting on the new knowledge discovered, while the difference lies in the role of the teacher. Furthermore, in inquiry learning, the teacher acts as a facilitator

and information provider. Meanwhile, in PBL the teacher does not provide information related to problems to students; problem-solving is the student's responsibility.

It is a challenge for teachers to apply PBL in learning. They must be able to ask real and meaningful questions or problems to students and be able to guide students during investigations to construct knowledge. Teachers can ask questions to assist students to recall their knowledge and experiences related to the problem. Teachers do not provide any answer to a problem. However, student-centered learning is challenging for some teachers [9]. In fact, by finding their answers to problems, students can have a better understanding of certain knowledge. With PBL, students are directed to think critically and creatively to solve problems.

PBL entails advantages and disadvantages. According to [20], the advantages of PBL encompass (1) students can learn various knowledge, information and integrate it into the problems they face and subsequent problems with complex problems, (2) students can solve problems diagnostically and critically, (3) students are motivated in learning because it provides a challenge to solve problems, (4) students can find the relevance of what must be learned with problem-centered learning, and (5) students discover and construct their knowledge. The disadvantage of PBL is that the success of learning depends on students' discipline in solving problems that may let them confused, and teachers must be equipped with skills in assembling problem-based learning and guiding students. PBL demands a different test to measure students' abilities about what is learned from understanding or solving problems [20].

Implementation of Problem-Based Learning in Learning Writing Skills

In writing learning activities, it is necessary to understand the purpose, characteristics, concept written, and how the writing order (structure). In addition, the writing material is pivotal. The material can be in the form of prior knowledge and newly acquired experience when writing a topic. One way to overcome the lack of material in writing is that students need to read a lot from print and electronic media. Listening to information from various competent sources can also add to provisions in writing. Further, interacting with other people can append insight.

Before writing, it is essential to understand the purpose of the writing. In the process of gaining an understanding, the teacher does not directly provide information, yet the students are directed to find their solutions. Students discover solutions by looking for supporting data from various sources and discussions so that it can train students to work cooperatively and teach their learning involvement to solve problems given by the teacher [4]. In PBL, the teacher should present a problem. Teachers administer dialogues/conversations to assist students if they are faced with confusion or difficulties with problems, thus they can solve problems. The angler's questions are expected to be able to "build up" prior knowledge and experience so that they are projected to construct new knowledge. In PBL, there is a syntax to note. [21] describes the PBL syntax as follows:

Table 1. Problem-Based Learning syntax

Phase	Teacher behavior
Phase 1 Problem orientation to students	The teacher explains the learning objectives, raises problems by describing phenomena or demonstrations, or stories. Students can also raise problems from reading material. Students are motivated to engage in learning.
Phase 2 Organizing students to learn	The teacher explains activities to solve problems.
Phase 3 Guiding individual and group investigations	Students can do experiments to gain explanations and solve difficulties once the teacher pushes them to collect information that is relevant to the topic.
Phase 4 Develop and present the work	The teacher helps students in planning and preparing relevant works such as reports, movies, and models, as well as assisting them in sharing assignments with their peers.
Phase 5 Analyze and evaluate the problem-solving process	The teacher helps students in reflecting on and evaluating their inquiries and processes.

In the problem orientation stage of learning writing using PBL, the teacher asks questions related to the material (negotiated text). The teacher begins with a question, such as when doing a work exhibition, have you ever experienced a conflict which then was resolved by negotiation? Have you ever bargained? Have you ever agreed to a request under one condition? Have you ever made a mutually beneficial agreement? These questions can provoke students' memory and students are asked to tell their experiences until they finally understand and realize if they have ever carried out negotiation. Then students are asked to listen or read the negotiating text (such as borrowing a building for an exhibition), followed by answering some questions (such as events in the text that have been listened to or read, who is involved? Agreement must be beneficial to both parties?). Students are asked to analyze, the text which includes text genre accompanied by reasons that can support the answer. In addition, students are asked to tell about their negotiating experiences related to their skill competencies. At the organizational stage, the teacher ensures students understand the assignment. Tasks are completed in groups. At the guidance stage, the teacher monitors and motivates students' involvement in the process of collecting information and investigating whether they experience problems in the data collection process. Analysis can be completed by finding sources in the library, internet, and observation. The results of the analysis related to the problem are monitored and provided with feedback. Students are in the process of developing and presenting their work. It is ensured that they have fully understood the negotiating text. After understanding, students are asked to write a negotiation text related to their field of expertise. Monitoring and guidance in planning and preparing reports should be done so negotiating texts are ready to be presented. At this stage, students practice making negotiation texts. At the analysis and evaluation stage of the problem-solving process, the teacher guides the presentation, provides input and reinforces the text that has been made. Moreover, students are directed to reflect and conclude. At this stage, each individual can present their work and other students provide input and appreciation. In addition, they conclude and reflect on learning.

In problem-based learning, students are trained to be able to work together in groups. Working in groups aims to solve problems together. [22] states that in PBL students develop social skills

to discuss and practice independent learning. By solving the problem, students can build knowledge (type, understanding, purpose, characteristics of the text). Problem-solving activities are expected to help students understand the concepts of the material they are studying. [23]. Furthermore, knowledge can be built through social interactions, such as group discussions [16]. Problem-based learning can teach students to think critically and creatively. This is following the results of research [4] which state that PBL can increase the critical and creative power of students' thinking; students will perceive that learning is more interesting and challenging.

5 Conclusion

In learning writing skills with the PBL model, students are directed to be able to construct knowledge independently. To investigate this notion, students are presented with an essay that is relevant to their daily lives so that the events in the essay are real and easy to understand. From the essay, students analyze and find the purpose, the elements contained in the writing, the organization of an essay, and provisions to create writing. PBL is an inventive learning model that provides active learning conditions. Students are prepared to think critically, creatively, independently, and able to interact with others to solve a problem. The teacher's role is to facilitate students to build knowledge. The results of this study can be used as a reference related to the PBL model. Besides, the implementation steps can be used by teachers as a reference in the learning process.

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