

**THE EFFECT OF PROBLEM BASED LEARNING METHOD
TO EXPOSITION TEXT WRITING ABILITY
AT THE GRADE XI STUDENTS OF MAS
KH AHMAD DAHLAN SIPIROK**



A Thesis

*Submitted to the State Islam University of Syekh Ali Hasan Ahmad Addar,
Padangsidempuan as a Partial Fulfillment of the Requirement for the
Graduate Degree of Education (S.Pd) in English*

Written by:

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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

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2024

LETTER OF AGREEMENT

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To : Dean of Tarbiyah and Teacher
Training Faculty

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Assalamu`alaikum warahmatullahi wabarakatuh

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Therefore, we hope that the thesis will be examined by the thesis examiner team of English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.
Thank you

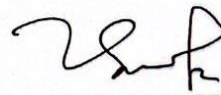
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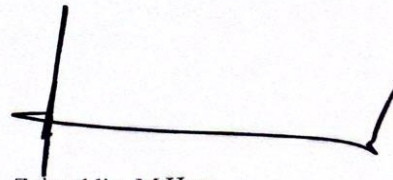
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ABSTRACT

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The Title of Thesis : **The Effect of Problem Based Learning Method to Exposition Text Writing Ability at the Grade XI Students of MAS KH Ahmad Dahlan Sapirok**

This research focused on finding the effect of using Problem Based Learning Method on students' writing in exposition text at eleventh-grade students of MAS KH Ahmad Dahlan Sapirok. The problems of this research are 1) students had lack of finding the idea of writing, 2) students had lack of understanding of the tenses used, 3) students had lack of understanding exposition text and 4) students did not know how to begin writing the text. This research was aimed 1) to find out the result of students' exposition text writing ability at XI grade MAS KH Ahmad Dahlan Sapirok before using Problem Based Learning Method, 2) to find out the result of students' exposition text writing ability at XI grade MAS KH Ahmad Dahlan Sapirok after using Problem Based Learning Method and 3) to find out whether there is significant effect of using Problem Based Learning Method to students' exposition text writing ability at XI grade MAS KH Ahmad Dahlan Sapirok. This study used quantitative method and experimental with pre-test, post-test control group design. The population of this study was the eleventh-grade students of MAS KH Ahmad Dahlan Sapirok. This study use simple random sampling technique to take the sample and found the sample was 58 students who were classified into two classes, XI-2 as experiment class (28 students) and XI-1 as control class (30 students). The instrument of this research was writing test. The data of pre-test and post-test of this research were analyzed by t-test and SPSS 23. The result from both classes showed some improvement on their writing in exposition text but the experimental class showed better performance. It was proved by the result that the experimental class had higher scores in the post-test compared to the scores of the pre-test. The statistical result showed that the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it is implied that there is an effect on the use of Problem Based Learning Method on students' writing in exposition text at the eleventh-grade student of MAS KH Ahmad Dahlan Sapirok in academic year 2022/2023

Keywords: Problem Based Learning, Writing Ability, Exposition Text

ABSTRAK

Nama : Rabiatul Jamilah
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Judul Skripsi : **Pengaruh Metode Pembelajaran Berbasis Masalah Terhadap Kemampuan Menulis Teks Eksposisi pada Siswa Kelas XI di MAS KH Ahmad Dahlan Sapirok**

Penelitian ini difokuskan untuk menemukan pengaruh penggunaan Metode Problem Based Learning terhadap tulisan siswa dalam teks eksposisi pada siswa kelas sebelas MAS KH Ahmad Dahlan Sapirok. Permasalahan penelitian ini adalah 1) siswa kurang menemukan ide menulis, 2) siswa kurang memahami tenses yang digunakan, 3) siswa kurang memahami teks eksposisi dan 4) siswa kurang mengetahui bagaimana memulai penulisan teks. Penelitian ini bertujuan 1) untuk mengetahui hasil kemampuan menulis teks eksposisi siswa pada kelas XI MAS KH Ahmad Dahlan Sapirok sebelum menggunakan Metode Problem Based Learning, 2) untuk mengetahui hasil kemampuan menulis teks eksposisi siswa pada kelas XI MAS KH Ahmad Dahlan Sapirok setelah menggunakan Metode Problem Based Learning dan 3) untuk mengetahui hasil apakah ada pengaruh signifikan penggunaan Metode Problem Based Learning terhadap siswa kemampuan menulis teks eksposisi di kelas XI MAS KH Ahmad Dahlan Sapirok. Penelitian ini menggunakan metode kuantitatif dan desain eksperimen dengan pre-test, post-test control group design. Populasi penelitian ini adalah siswa kelas sebelas MAS KH Ahmad Dahlan Sapirok. Penelitian ini menggunakan teknik sampel acak sederhana dan menemukan sampel sebanyak 58 siswa yang diklasifikasikan menjadi dua kelas, XI-2 sebagai kelas eksperimen (28 siswa) dan XI-1 sebagai kelas kontrol (30 siswa). Instrumen penelitian ini adalah tes tulis. Data pre-test dan post-test penelitian ini dianalisis dengan uji-t dan SPSS 23. Hasil dari kedua kelas menunjukkan beberapa perbaikan pada tulisan mereka dalam teks eksposisi, tetapi kelas eksperimen menunjukkan kinerja yang lebih baik. Hal ini dibuktikan dengan hasil bahwa kelas eksperimen memiliki nilai yang lebih tinggi pada post-test dibandingkan dengan nilai pre-test. Hasil statistik menunjukkan bahwa hipotesis nol ditolak dan hipotesis alternatif diterima. Oleh karena itu, tersirat bahwa ada pengaruh terhadap penggunaan Metode Problem Based Learning pada tulisan siswa dalam teks eksposisi pada siswa kelas sebelas MAS KH Ahmad Dahlan Sapirok tahun ajaran 2022/2023

Kata kunci: Metode Pembelajaran Berbasis Masalah, Kemampuan Menulis, Teks Eksposisi.

ملخص البحث

اسم	: ربيعة الجميلة
رقم القيد	: ١٩٢٠٣٠٠١٠٩
موضوع البحث	: تأثير منهجية التعليم على قائم المشكلات في مهارة الكتابة للنص المعروض لدى الطلاب صف الحادية عشر بالمدرسة العالية الخاصة كياي الحاج أحمد دحلان سيبيروك

ركز هذا البحث على إيجاد تأثير استخدام طريقة التعليم القائم على حل المشكلات على كتابة الطلاب في نص العرض لدى طلاب الصف الحادي عشر في المدرسة العالية الخاصة كياي الحاج أحمد دحلان سيبيروك. مشاكل هذا البحث هي (١) كان لدى الطلاب عدم العثور على فكرة الكتابة ، (٢) كان لدى الطلاب نقص في فهم الأزمنة المستخدمة ، (٣) كان لدى الطلاب عدم فهم نص المعروض و (٤) لم يعرف الطلاب كيفية البدء في كتابة النص. كان يهدف هذا البحث إلى (١) معرفة نتيجة قدرة الطلاب على كتابة نص المعروض في الصف الحادي عشر بالمدرسة العالية الخاصة كياي الحاج أحمد دحلان سيبيروك قبل استخدام منهجية التعليم على قائم المشكلات، (٢) لمعرفة نتيجة مهارة الكتابة طلاب للنص المعروض في الصف الحادي عشر بالمدرسة العالية الخاصة كياي الحاج أحمد دحلان سيبيروك بعد استخدام منهجية التعليم قائم المشكلات و (٣) لمعرفة ما إذا كان هناك تأثير كبير لاستخدام منهجية التعليم على قائم المشكلات لعرض الطلاب مهارة الكتابة للنص في الصف الحادي عشر بالمدرسة العالية الخاصة كياي الحاج أحمد دحلان سيبيروك. إستخدمت هذه الدراسة الطريقة الكمية والتجريبية مع تصميم المجموعة الضابطة قبل الاختبار وما بعد الاختبار. كان مجتمع هذه الدراسة هو الطلاب في صف الحادية عشر من المدرسة العالية الخاصة كياي الحاج أحمد دحلان سيبيروك. إستخدمت هذه الدراسة تقنية أخذ العينات العشوائية البسيطة لأخذ العينة ووجدت أن العينة كانت ٥٨ طالبا تم تصنيفهم إلى فصلين ، ١١-٢ كفصل تجريبي (٢٨ طالبا) و ١١-١ كفصل تحكم (٣٠ طالبا). كانت أداة هذا البحث هي إختبار الكتابة. تحليل بيانات الإختبار القبلي والبعدي لهذا البحث بواسطة إختبار تي والمنتج الإحصائي للعلوم الاجتماعية ٢٣. أظهرت النتيجة من كلا الفئتين بعض التحسن في كتابتهم في نص العرض ولكن الفئة التجريبية أظهرت أداء أفضل. وقد ثبت من خلال النتيجة أن الفئة التجريبية حصلت على درجات أعلى في الإختبار اللاحق مقارنة بدرجات الإختبار القبلي. أظهرت النتيجة الإحصائية أن الفرضية الصفرية مرفوضة و قبول الفرضية البديلة. لذلك، يعني ضمنا أن هناك تأثيرا على استخدام طريقة التعليم على قائم المشكلات بكتابة الطلاب في نص المعروض للطلاب الصف الحادي عشر في المدرسة العالية الخاصة كياي الحاج أحمد دحلان سيبيروك في العام الدراسي ٢٠٢٢/٢٠٢٣.

الكلمات المفتاحية: التعليم على قائم المشكلات، مهارة الكتابة، نص المعروض

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Padangsidempuan, October 2023
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing holds significance as a gauge of academic success. It serves not only as a potent form of self-expression but also as a means to bolster on going learning and study. While students endeavor to enhance writing skills, it is important to recognize that writing, being a productive ability, encompasses the use of written words and involves a multifaceted process.

Among the four skills, writing proves to be the most challenging and intricate. Graves assumes that a person is reluctant to write because he does not know what is writing for, felt not talented in writing and felt they did not know how to write.¹ When writing, it is essential to focus on grammar, diction, punctuation, structure, cohesion and coherence to ensure the accuracy and appropriateness of the sentences within respective contexts. Moreover, writing has its own levels. Start from writing words, phrases, clauses, sentences, paragraphs and text. Writing text is the most difficult or highest English learning.

Writing text is the last level that students at the high school level must be learnt and understood. Text encompass various types, with twelve genres including recount, report, procedure, narrative, news items, descriptive, hortatory and more. Especially in this study is limited enough to discuss about

¹ Donald Hiller Graves, *Balance the Basic : Let Them Write*, 5th ed. (New York: Ford Foundation, 2009), p.203.

exposition text. To find out the extend of a person's writing skill, it is measured by writing ability.

Siahaan Stated, "writing ability is the skill of a writer to communicate in formation to a read error readers".² This implies that writing proficiency involves not just conveying ideas but also understanding the grammatical structures, idioms, and vocabulary essential for expressing those ideas. According to Tribble, "writing ability in exposition text is one of skill in English have to be mastered."³ On other hand, writing is a language skill that is difficult to acquire. It suggests that mastering the skill of writing in exposition text is challenging, necessitating gradual and systematic training of writing abilities.

Researcher has made observations of the object of the research on January 11 2023, researcher found that several problems in classroom learning that occur to students. It includes students engaged in daydreaming, inattentive to teacher explanations, self-occupied, yawning during class explanations and student who display a lack of seriousness in learning process. Especially for learning exposition text, many students uncertain about how to start writing, do not know how to develop the idea, do not understand how to write argument also.

The school's adoption of instructional model arises from teachers concentrating exclusively on familiar teaching techniques, like conventional or

² Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p.2.

³ Christopher Tribble, *Language Teaching Writing*, 7th ed. (London: Oxford University Press, 2005), p.3.

lecture-based methods. Consequently, this leads to a monotonous learning experience and induces passivity among students, particularly in honing the skills in composing exposition text.

An effective measure to address the mentioned issues involves implementing problem based learning method focused on the challenges encountered during the writing process within the classroom. Barrows and Tamblyn defined Problem Based Learning “as the learning that, results from the process of working toward the understanding or resolution of a problem.”⁴ Problem Based Learning is an instructional approach where students acquire knowledge through guided problem solving.

In problem based learning, students focus the learning on a complex issue that lacks a singular correct solution. Students work in collaborative group or independently to identify what they need to learn in order to solve a problem.⁵ Rambe stated “group works is one of interaction patterns which two or more people do something and have topic to discuss. The teaching learning process depends heavily on interaction, which also helps students and teachers communicate with one another.”⁶ It means that Problem Based Learning promotes classroom activity and facilitates students in critically reflecting on the writing, especially exposition text. Moreover, Ocak stated that PBL

⁴ Howard S Barrows and Robyn M Tamblyn, *Problem-Based Learning An Approach to Medical Education*, vol 1 (New York: Spring Publishing Company, 1980), p.18.

⁵ I Wayan Dasna and Sutrisno, “Pembelajaran Besbasis Masalah (Problem Based Learning),” *Teaching Linguistics*, no. 1 (2015): 12, <https://doi.org/10.1353/lan.2020.0012>.

⁶ Sokhira Vinde Rambe, “Making Use of Group Work Interaction Pattern in Learning English,” *Conference on English Language Teaching Journal* 3 (2023): 996, <http://proceedings.uinsaizu.ac.id/index.php/celti/article/view/568>.

encourages students to apply critical thinking while resolving complex issues through group working.⁷ Problem Based Learning introduced a teaching-learning process that is student-centered, cooperative, interdisciplinary and integrated, offering a context relevant to the lives.

Problem Based Learning method often involves group work and effective communication, reinforcing students' writing skill in collaborating and expressing ideas clearly.⁸ Problem Based Learning is a way of learning that focuses on solving problems through tasks, like creating something real or presenting to audiences.⁹ In supporting, Sari stated "Problem Based Learning has a significant effect on students' ability to write science article."¹⁰ This study aimed to use infographics to help students to improve the writing skills. It aims to change how teachers teach writing, giving students more chances to share ideas, develop leadership skills and help each other with writing challenges.

The researcher used Problem Based Learning Method in teaching writing. Problem Based Learning (PBL) stands out as an effective approach to contribute in enhancement the English lessons, especially writing ability. Subsequently, utilizing PBL as a method frequently offers numerous benefits

⁷ Mehmet Akif Ocak and Celebi Uluyol, "Investigation of College Students' Intrinsic Motivation in Problem-Based Learning," *International Journal of Human Sciences* 7, no. 1 (2010): 153, <https://www.semanticscolr.org/paper/investigation-of-college-student'-intrinsic-u21b744385e>.

⁸ Maggi Savin-baden and Claire Howell Major, *Foundations of Problem-Based Learning (Society for Research into Higher Education)*, 3rd ed. (New York: Open University Press, 2014), p.116.

⁹ Mehmet Gültekin, "The Effect of Problem Based Learning on Learning Outcomes in the 5 Th Grade Social Studies Course in Primary Education," *Educational Sciences: Theory & Practice* 5, no. 2 (2015): 552, https://456133/The_Effect_of_Problem_Based_Learning_on_Learning_Outcomes_in_the_5th_Grade_Social_Studies_Course_in_Primary_Education.

¹⁰ Yuli Ifana Sari et al., "The Effect of Problem Based Learning on Problem Solving and Scientific Writing Skills," *International Journal of Instruction* 14, no. 2 (2021): 19, <https://doi.org/10.29333/iji.2021.1422a>.

to both students and instructors. The researcher conducted the research to find out “The Effect of Using problem -based learning Method Towards Students writing ability on exposition at the eleventh grade of MAS KH Ahmad Dahlan Sapirok at second Semester in the Academic Year of 2022/2023”.

B. Identification of the problem

The identification of the problems on this research as follow:

1. The students lacked of understanding Exposition Text
2. The students had trouble in creating main idea and confused in understanding the generic structure in the text
3. The students have less motivation to learn English.
4. The teaching method is monotonous

C. Limitation of the Problem

To avoid misunderstanding, the limit of study in order to make it more detail and focus. The researcher focused on addressing issues related to students` lack of understanding of exposition text, as well as problems encountered by students in formulating the main ide and confused in understanding the generic structure of the text. Therefore, to address these issues, the researcher applies a teaching method. The researcher chooses Problem Based Learning (PBL) method among various methods to teach exposition text in this research.

D. Formulations of the Problem

The problem could be formulated as follow:

1. How is the students` exposition text writing ability at XI grade MAS KH Ahmad Dahlan Sapirok before using Problem Based Learning Method?
2. How is the students` exposition text writing ability at XI grade MAS KH Ahmad Dahlan Sapirok after using Problem Based Learning Method?
3. Is there any significant effect of using Problem Based Learning Method to the students` exposition text writing ability at XI grade MAS KH Ahmad Dahlan Sapirok?

E. Objectives of the Research

Based on above formulation of the problem, the researcher determines the aim as follows:

1. To examine the students` exposition text writing ability at XI grade MAS KH Ahmad Dahlan Sapirok before using Problem Based Learning Method.
2. To examine the students` exposition text writing ability at XI grade MAS KH Ahmad Dahlan Sapirok after using Problem Based Learning Method.
3. To examine whether there is significant effect of using Problem Based Learning Method to the students` exposition text writing ability at XI grade MAS KH Ahmad Dahlan Sapirok.

F. Significances of the Research

This research holds valuable implication that can be seen from this research:

1. Theoretically

This suggests that Problem Based Learning could be used to enhance writing skills, particularly in exposition text.

2. Practically

a. Teacher

It gives information of using multiple method to the teacher in teaching learning process in subject exposition text, so the aim of the learning can be reached and students can increase the skills through the use of Problem Based Learning Method.

b. The Students

- 1) The students can develop an interest in and finding motivation for learning English about writing ability.
- 2) The research indicates that student can improve the scores and ability in writing exposition text.

c. Other Researcher

- 1) The findings of the research can be serve as a guide or reference for other researcher.
- 2) The others researcher can give more attention and inspire another researcher role model to make the result.

G. Definition of Operational Variables

According to the title of the thesis, the researcher takes two variables, they are dependent and independent variable. Independent variable is problem based learning method and dependent variable is exposition text writing ability.

1. Exposition Text Writing Ability

Student writing ability in Exposition Text is the ability of students convey the ideas, content feeling in writing exposition.

2. Problem Based Learning

Problem Based Learning (PBL) is a teaching approach where teachers use real-world problems to create a learning setting for students.

H. Outline of The Research

The outline of this research is divided into five chapters. Each chapter is divided into the following sub-chapters:

Chapter one consists of introduction, they are: background of the problem, limitation of the problem, formulation of the problems, objectives of the research, significances of the research, definition of operational variables and the outline of thesis. Chapter two consists of the description of writing exposition text, problem based learning method, related findings, conceptual framework and the hypothesis. Chapter three consists of the research which is divided into sub chapter: place and time of the research, research design, population and sample, research instrument, technique of collecting data, and

technique of analyzing data. Chapter four consists of the description of data, the discussion of result and threats of the research. Chapter five consists of the conclusions, implications and suggestions that are given by the research.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Exposition Text Writing Ability

a. Concept of Writing

1) Definitions of writing

Writing is one of the subjects that must be mastered in understanding language. Harmer stated “writing is a way to give off language and express ideas, feelings and opinion through lettering.”¹ Writing is a form of self-appreciation which very important to advance the communication competence. Mastering the skill of writing is essential for effective communication. Lubis stated “writing is the activity to transfer the ideas to describe a language is understood by someone written”.² Conveying information to others through written text is a form of communication that introduces complexity, requiring careful attention to rules in contrast to the spoken skill, which constitutes another productive aspect of communication.

Writing extends beyond simply transferring ideas onto paper; it involves infusing expressions and feelings to ensure comprehensive understanding by the reader. This implies that students, in the process of writing, can explore various sources of information, including

¹ Jeremy Harmer, *How to Teach Writing, Overland*, 7th ed., vol. 2018-Winte (Edinburgh, England: Pearson Education, 2014), p.162.

² Rayendriani Fahmei Lubis, “Writing Narrative Text” 02, no. 01 (2014): 62, <https://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/115>.

references, fostering critical thinking skills to express the ideas in a comprehensible manner.

Brown stated that writing is the result of cognitive processes of thinking, drafting, and revising, demanding specific skill in generating ideas, organizing them coherently, utilizing discourse markers and rhetorical conventions for cohesive expression in written form. Additionally, it involves the ability to revise for clarity, edit for proper grammar, and ultimately produce a polished final product.³ It is said that writing is essentially knowledge, namely thinking about something in the mind and pouring it into written form. The knowledge in question is not only in the form of words or phrases but can also be in the form of images, a combination of ideas and images, and everything that is in the mind. A person's knowledge will be seen clearly after being poured into oral and written form.

Based on the explanation above, writing is a process of transforming minds into written form, encompassing various forms of knowledge, including words, phrases, images, and combinations of ideas. Writing goes beyond conveying ideas on paper; it encompasses expressions and emotions. Essentially, writing is a skill in language comprehension, serving as a means to transfer ideas and communication competence. It proves that writing is really important.

³ H. Douglas Brown, *Teaching by Principles_ An Interactive Approach to Language Pedagogy* (San Francisco, California: Pearson Education, 2000), p. 53.

2) Importances of Writing

Writing is important as Day listed the advantages of writing into 5 and they are:

- 1) Writing helps you to remember
- 2) Writing helps you to observe and to gather evidence.
- 3) Writing helps you to think.
- 4) Writing helps you to communicate.
- 5) Above all, writing helps you to learn.⁴

According to Harmer “writing serves as a powerful tool for self-expression and effective communication, contributing to the richness and depth of language use.”⁵ Writing allows individuals to express the thoughts, emotion and creativity. Writing serves as a powerful medium to communicate with a broader audience.

Writing has many benefits, started from helping in understanding, increasing knowledge, gathering information, and even interacting with other people. The most important thing is that writing helps a person to learn. To get all of the benefits` writing, the writer must face some process of writing.

3) Process of Writing

Harmer explains that the writing process encompasses distinct stages such as planning, drafting, reviewing, and editing. Many learners mistakenly perceive writing as a single step, straightforward task. However, achieving a well-crafted

⁴ Trevor Day, *Success in Academic Writing*, 3rd ed. (Ireland: Bloomsbury Publishing, 2023), p.3.

⁵ Harmer, *How to Teach Writing*, p.15.

composition involves progressing through these stages.⁶ According to Harmer, the steps in writing process are as follows:

1. Planning

In the initial planning stage, students are encouraged to brainstorm ideas for the writing topic. The teacher plays a crucial role in guiding students to formulate and gather ideas.

2. Drafting

Once students have a clear idea of what to write, the drafting stage commences. Here, students express the ideas in a simple manner, creating a draft that serves as the foundation for further development.

3. Reviewing

Following the completion of the draft, the writer reviews the written material, examining it based on the initial drafting points. This self-review process allows the writer to identify areas that require fixing, editing or additional content.

4. Editing/Revising

Upon recognizing mistakes in the writing, the writer engages in the editing and revising stage. This involves addressing errors related to content, grammar, word choice and organizational mechanics to refine and enhance the composition.

⁶ Harmer, p.113.

Based on the explanation above about the writing process, it is shown that writing process consist of 4 stage that have to attended in writing: planning, drafting, reviewing, editing/revising. After do the process of writing, it nedds to do the measure to know how`s good the result of writing by measure it use writing ability.

b. Writing Ability

Writing ability is the ability to respond to a given stimulus according to some authority`s definition of the correct response. Put another way, it is the ability to adhere to style-guide prescriptions concerning grammar, arrangement and punctuation.⁷ The aim of this is to teach that writing is not a collection of separated sentence, it connection interrelated sentens to produce a coherent discourse. Writing cannot just about pour something without thinking about the content of the writing. Writing requires skill and accuracy. Writing requires a process not a short activity.

To measure someone writing it needs to use the indicator of writing. On the other hand, there are 5 things in evaluating writing:

- a. Content
Content is about the ideas that used by student to elaborate the topic. This aspect consider whether the ideas is relevant to the topic or not, the ideas is detail or not, and the student use much varieties of ideas or not.
- b. Organization
This aspect considers how the students can organize the ideas, it is related to coherence and cohesion.
- c. Vocabulary

⁷ David Nunan, *Second Language Teaching and Learning*, 3rd ed. (Boston: Heinle Publishers, 2018), p.26.

This aspect describes that how the students choose the word or idiom and whether the students use many vocabularies or not.

d. Language

This aspect describes about grammar and structure such as: agreement, tense, number, word order, articles, pronoun, and prepositions.

e. Mechanic

This aspect is related to the use of spelling, punctuation, capitalization, and layout correctly.⁸

In evaluating writing, five key components it consist of content, organization, vocabulary, language and mechanical. Based on the theory above, the function of ability of writing include to organize the thing in our thinking, the thing will say with using words.

c. Exposition Text

1) Definitions of Exposition Text

There are some defenition of exposition text taken from some sources. Dalman argues “the exposition text is a text that describes the knowledge and experience of the author obtained from literature or field studies with the aim to add insight and reader knowledge about a matter”.⁹ According to Dirgeyasa:

The exposition text is a part of exposition in general. As it is commonly known the word exposition is sometimes interchangeably use with persuasive writing. This genre will often involve the writer comparing opposite point of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument.¹⁰

An exposition persuade a reader or listener by advocating for a particular perspective in an argument. Adopted a standpoint and make

⁸ Tribble, *Language Teaching Writing*, p.130.

⁹ Dalman, *Keterampilan Menulis*, 5th ed. (Jakarta: Raja Grafindo Persada, 2018), p.199.

¹⁰ I Wayan Dirgeyasa, *Writing A Genre Based Perspektive* (Jakarta: Kencana, 2016), p.131.

case for it, the goal is to persuade individuals to embrace only that viewpoint on a given issue. Some expositions also ponder potential scenarios and endeavor to convince others about what is deemed appropriate. Exposition text focus on one side of the argument, either supporting or rejecting it, make exposition text distinct from discussion text.

2) Generic Structure of Exposition Text

The structure of an Exposition Text comprises the following elements:

- 1) Thesis
 - a) Position: introduces the topic and reveals the writer's standpoint.
 - b) Preview: provides an overview of the main arguments to be presented
- 2) Arguments
 - a) Point: recapitulates the primary arguments outlines in the preview.
 - b) Elaboration: Expands upon and supports each point or argument.
- 3) Reiteration/recommendation: restates the writer's position to reinforce the thesis, summarizing the main idea as the text concludes, without extending an invitation or recommendation.¹¹

In exposition text typically start with an opening statement expressing the author's view point. The subsequent section unfolds with a set of coherent arguments, persuading the audience regarding the rationale behind adopting this position. Finally, the conclusion seamless brings everything together by reinforcing or summarizing the author perspective.

¹¹ Tono Suwartono, *English for Academic Context* (Jakarta: Kemendikbud, 2019), p.108.

3) Language Features of Exposition **Text**

There are several language features of exposition text:

- a. Word chains of synonyms and antonyms and word families of general nouns such as land, regenerate and natural resources are used.
- b. Conjunctions create cohesion and express cause and effect, e.g. because, therefore, so.
- c. Abstract nouns, such as happiness and fear, and technical words, such as species and genus, are used. The issue becomes more scientific from the voice of the expert.
Action (jump), saying (beg), mental (challenge), thinking (hope), modal (must) and relating verbs (it is vital) are used.
Reasons for actions or choices are shown through the use of connectives, e.g. however, similarly, mainly, therefore, so, because, the first reason.
- d. Emotive words are used to involve the audience. e.g. The overuse of our resources will destroy the land.
- e. Evaluative language adding the voice of authority is found. e.g. It is most important that all people...
- f. The personal pronoun I is often removed. The author speaks persuasively of people, places and things already in the text, e.g. she, them, Australians, citizens.
- g. Reported speech is used when referring to what the majority of people have said on the issue to indicate the support of others for the issue.
- h. Generally, the text is written in the present tense but may change to past tense for recounted events or historical evidence. It may be written in the future tense if predictions are being made.
- i. A moderate to high degree of modality or certainty is found in the words selected, for example often, nearly, most, generally, might, could. This depends on whether the writer wants to feel authoritative and definite or open to discussion.
- j. Complex sentences are found. e.g. When the game finished, Jack caught the bus.
- k. Nominalization is used when nouns are made from verbs. e.g. regenerate—regeneration
- l. The beginning focus of clauses is changed from active to passive. e.g. We must recycle...Recycling has been ... ; I am afraid...Fear has been expressed that...

- m. New information at the end of one sentence is often picked up as the focus of the following one.¹²

The language features of exposition text include: word chain (used of synonyms antonyms, etc), conjunction, abstract noun, verb types (integrating of action, saying, mental thinking, modal, etc), connectives for reason, emotion words, personal pronoun usage, tense usage (present tense), modality, complex sentence, passive voice, and continuity of information.

4) The Example of Exposition Text

There is example of exposition test:

Internet has become a new life-style. People should be able to use it in daily life. Internet also has big impact on education. There are many positive things students and teacher can get from it.

Firstly, students can use internet for searching a lot of information that related with material in their school. They can learn by themselves how to overcome their homework using internet. Internet provides a lot of free media learning that students can easy to access it.

Secondly, an online education provides students with the convenience of going to class and completing assignments on their own timetable. Students can take classes from a college or university nowhere near their home and get an education experience not available to them locally. Students who travel with a job can take a class in a house, hotel

¹² John Barwick, "Exposition Texts," in *Targeting Text* (Sydney: Blake Education Publisher, 2018), 76-77, https://assets.readingeggsassets.com/teacher_resources/rex/writing/r/exposition_text_information_and_overview-fp-222c3d8f.pdf.

room or coffee shop. Internet make students easier to get knowledge without wasting money or much time.

Thirdly, Internet can energizing the learning process. Student can more excited to learn if teachers provide fun media learning to them. It makes student can achieve more knowledge when they are happy to follow the class.

Finally, internet is very useful for education. We can access it anytime and anywhere. From all of benefits from the internet, we can conclude that internet make education is getting better.

2. Concept of Problem Based Learning Method

a. Definitions of Problem Based Learning

Barrows and Tamblyn explain problem based learning method, as “the learning that results from the process of working toward the understanding or resolution of a problem”.¹³ According to Wicaksana “Problem Based Learning is an active learning on the use of ill-structured problems as a stimulus for learning.”¹⁴ It explain that Problem Based Learning involves presenting a problem as a means to achieve the learning outcome.

¹³ Barrows and Tamblyn, *Problem-Based Learning An Approach to Medical Education*, p.18.

¹⁴ Arif Wicaksana, “The Use OF Problem-Based Learning Method to Improve Student Writing Skill,” *Medium*, 2016, 32, <https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>.

Schmidt said “PBL is a pedagogy designed to support students’ development in both cognitive and social competency.”¹⁵ It makes student get more cognitive approach by themselves and help them to make a good competency in social life. Moust said

...the most important potential benefits of the method are: that students learn to analyze and solve the relevant problems of their domain of study, that they acquire knowledge that is retained over long stretches of life and an also be actually used: and that students develop the necessary self-directed skills for life-long learning.¹⁶

b. Goal of Problem Based Learning

Problem Based Learning curricula afford students guided experiences in learning, emphasizing the resolution of intricate, real-world problem. This approach is intentionally designed to achieve multiple crucial goals, as stated by hmelo PBL aiming to assist students in:

- 1) Construct an extensive and flexible knowledge base
- 2) Develop effective problem solving skills
- 3) Develop self-direct, life learning skills
- 4) Become effective collaborators
- 5) Become intrinsically motivation to learn.^{17c}

Moust stated

“students in problem based learning enjoy their education more than student in similar conventional, they think their training is more relevant to the future, they prefer working in small groups

¹⁵ Henk G. Schmidt, Jerome I. Rotgans, and Elaine H. J. Yew, *Cognitive Constructivist Foundations of Problem-Based Learning, The Wiley Handbook of Problem-Based Learning* (USA: Wiley, 2019), p.50.

¹⁶ Jos Moust, Peter Bouhuijs, and Henk Schmidt, *Introduction to Problem-Based Learning : A Guide for Students*, 4th ed. (Houten: Noordhoff Publisher, 2021), p.25.

¹⁷ Cindy E. Hmelo Silver, “Problem-Based Learning: What and How Do Students Learn?,” *Educational Psychology Review* 16, no. 3 (2004): 66, https://en&ugjhgcvgfthbj=:u5HHmVD_uO8C.

more than attending lectures, and feel more supported by their learning environment.”¹⁸

On the statement above, problem based learning can built a wide and flexible knowledge foundation, improve problem solving skills, learn to guide the learning throughout the life, work well with others as a team and find inner motivation to enjoy learning. PBL can make easier for students to do effective learning.

c. Process of Problem Based Learning.

Iknam stated, there are 5 step to apply Problem Based Learning:

1) orienting student through the issues

Teacher set clear learning objective, foster a positive attitude towards learning and explain the implementation to students. It continue to guide students through issues until problems are discovered. Students actively engage in solving problems, grasping concepts and understanding principles.

2) Organizing student in learning

PBL requires students to develop collaborative skills and work together to investigate problems. Planning investigations and reporting duties are essential aspects. It is important to consider differences in capabilities, race, ethnicity and gender when forming study groups, aligning student with the intended objectives.

3) Conducting exercises and presenting work

¹⁸ Moust, Bouhuijs, and Schmidt, *Introduction to Problem-Based Learning : A Guide for Students*, p.16.

Students present the findings in a manner that aligns with understanding. Student independently or collaboratively respond to the peers` work through discussion, dialogues, and debates. The teacher guides, providing feedback on student responses without acting as the sole authority.

4) Supporting independent or group investigations

Investigations from the core of PBL method which independent, group, or small-group. While each situation may require slightly different investigation methods, common elements include data gathering, experimentation, hypotheses, explanations and administration of solution. The teacher guide student to collect the data and actively participate until the students grasp the dimensions of the problem.

5) Analyzing and evaluating problem-solving result

In the final stage of PBL, students receive assistance I analyzing and evaluating the thought processes, activities and intellectual skill used problem-solving. The teacher guides students in reflecting on the ideas and activities at each stage of the learning process.¹⁹

From the steps above, the main step of Problem Based Learning (PBL) involve introducing students to problems, enabling students to

¹⁹ Ikhman, Hasnawati, and Monovatra Freddy Rezky, "Effect of Problem Based Learning Models of Critical Thinking Ability Students on the Early Mathematics Ability," *International Journal of Education and Research* 4, no. 7 (2016): 57, [https://www.semanticscholar.org/paper/Effect-Of-Problem-Based-Learning-\(-Pbl-\)-Models-Of-Ability-Ikman/ae4648fd51a5ab8e2952381476e9f28e06498f19](https://www.semanticscholar.org/paper/Effect-Of-Problem-Based-Learning-(-Pbl-)-Models-Of-Ability-Ikman/ae4648fd51a5ab8e2952381476e9f28e06498f19).

explore, assess students` understanding of the issues, generate potential solutions, evaluate the consequences of each solution proposed by students and finally, choose the most appropriate solution.

Barrows and Tamblyn outlined the process of Problem Based Learning as follows:

- a) The learning sequence commences with encountering the problem, preceding any preparation or study,
- b) The problem situation is presented to the student n a manner reflective of its real-world occurrence.
- c) Students engage with the problem in a way that challenges and assesses the ability to reason and apply knowledge, aligned with the learning level.
- d) Through the work on the problem, areas requiring further learning are identified and serve as a guide for individualized study.
- e) The skills and knowledge acquires through this study are applied back to the problem, assessing learning effectiveness and reinforcing the acquired knowledge. The learning from both problem work and individualized study is then summarized and integrated into the student`s existing knowledge and skills.²⁰

In this learning method, student face the real-world problem spontaneously. Student also be active in solving the problem because

²⁰ Barrows and Tamblyn, *Problem-Based Learning An Approach to Medical Education*, p.191-192.

feel challenging. Teacher needs to pay the student and reassessing the student work, and evaluated the students to get the advantages of this method.

d. Advantages of Problem Based Learning.

Advantages of Problem Based Learning as follow:

- 1) Focusing learning on core information relevant to real scenarios and reducing information overload.
- 2) Fostering the development of valuable transferable skills useful throughout life long learning. These include leadership, teamwork and communication as well as problem solving.
- 3) Facilitating trainees be coming responsible for the own learning. This is an essential skill for medical specialists actively engaged in the own continuing professional development throughout the professional lives.
- 4) Increased motivation of trainees to learn by focusing the learning on real-life scenarios.
- 5) Encouraging a deep rather than surface approach to learning by forcing trainees to interact with information on multiple levels and to a greater depth than traditional teaching approaches.
- 6) Using a constructional approach to learning where by trainees construct new learning around the existing understanding.²¹

²¹ R W Jones, "Education and Training Problem-Based Learning: Description, Advantages, Disadvantages, Scenarios and Facilitation," *Anaesth Intensive Care* 34 (2006): 86, doi:10.1177/0310057X0603400417.

Advantages of PBL encompass several key aspects. Firstly, PBL directs learning towards core, real world information, mitigating the risk of information overload. Secondly, it cultivates essential transferable skill-such as leadership, teamwork, communication, problem solving. Thirdly, PBL empower learners to take responsibility for the learning. Moreover, PBL enhances trainee motivation by grounding learning in real life scenarios. Additionally, it promotes a deep approach.

e. Disadvantages of Problem Based Learning.

Disadvantages of Problem Based Learning based on guidance research as follow:

1) Potentially Poorer Performance on Tests.

Devoting too much time to problem-based learning can cause issues when students take standardized tests, as they may not have the breadth of knowledge needed to achieve high scores. Where as problem-based learners develop skills related to collaboration and justifying the reasoning, many tests reward fact-based learning with multiple choice and short answer questions.

2) Student Unpreparedness

Problem-based learning exercises can engage many of your kids, but others may feel disengaged as a result of not being ready to handle this type of exercise for a number of reasons.

3) Teacher Unpreparedness

If supervising a problem-based learning activity is a new experience, you may have to prepare to adjust some teaching habits.

4) Time-Consuming Assessment

If you choose to give marks, assessing a student performance throughout a problem-based learning exercise demands constant monitoring and note-taking.

5) Varying Degrees of Relevancy and Applicability

It can be difficult to identify a tangible problem that students can solve with content they are studying and skills they are mastering.²²

Problem based learning, including potential lower performance on standardized test due to exercise focus, risking a lack of essential broad knowledge. Some students feeling unprepared may lead to disengagement, and teacher unpreparedness is a concern. In PBL evaluating student performance is time consuming. Lastly, there may be variability in the relevance of identifying tangible problems for student.

B. Review of Related Findings

There are some related findings in this research. The first, research has been conducted by Hesti. In the study, Hesti employed a pre-experimental design as the research methodology, specifically adopting a group pre-test and post-test approach. Subsequently, data analysis employed a paired sample test, revealing significant influence as evidenced by the observed T-value of 17.056

²² Marcus Guido, “5 Advantages and Disadvantages of Problem-Based Learning [Activity Design Steps],” Prodigy Game, 2016, <https://doi.org/10.1177/0741088384001001005>.

exceeding the critical T-value of 2.042. This outcome led to the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha), indicating a discernible impact of problem-based learning on students' writing abilities in analytical exposition texts.²³

Second, the research by Ramadhania that conducted a quasi-experimental design research. The researcher gathered data through pre-tests, and administered post-tests to assess the impact of problem-based learning on students' narrative text writing ability. Upon analyzing the data and conducting hypothesis tests, the researcher identified a significant effect of problem-based learning on students' narrative text writing proficiency. The outcomes of this research offer valuable insights and suggest recommendations for diverse stakeholders, including teachers, students, and future researchers.²⁴ So, ramadhania found that problem based learning has significant effect to students` narrative text writing ability.

Regarding to the relevance studies of Andrian employed a descriptive qualitative research method utilizing field notes and students' writing outcomes as research instruments. The study aimed to elucidate the implementation of Problem-Based Learning in teaching hortatory exposition text writing. The findings revealed that Problem-Based Learning effectively engaged students in

²³ Hesti Sukma Wati, "The Influence of Using Problem Based Learning Towards Students Writing Ability on Analytical Exposition Text" (State University of Raden Intan Lampung, 2021), <http://repository.radenintan.ac.id/16617/>.

²⁴ Merisa Rani Ramadhania, "The Effect of Problem Based Learning on Student Ability in Writing Narrative Text (Quasi Experimental Research at Tenth Grade Students of SMKS 11 Serunting 2 Bengkulu in Academic Year 2018/2019)" (State Institute of Islamic Studies (IAIN) of Bengkulu, 2019).

learning activities, although the teacher, in the role of a guide, faced challenges in eliciting problems from students' work. The students' writing results indicated a lack of significant improvements in the poor and very poor categories.²⁵ Despite this, the study concluded that Problem-Based Learning models could be successfully employed to teach hortatory exposition writing, motivating students to actively participate in the learning process and encouraging their writing endeavors.

C. Conceptual Framework

Based on this research, this study identifies two variables: the independent variable, which pertains to the implementation of Problem-Based Learning as the teaching method, and the dependent variable, which concerns students' ability in writing exposition text.

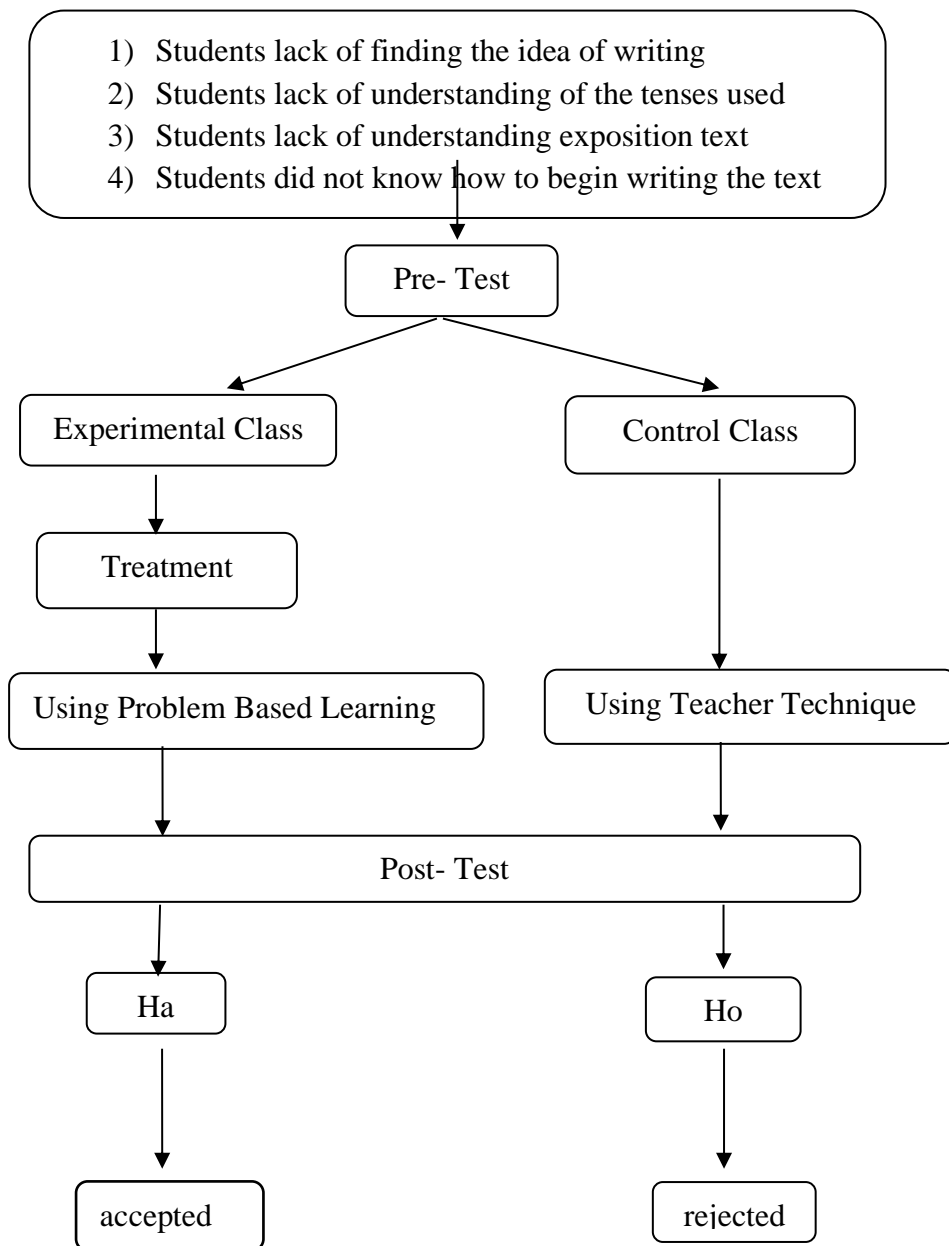
Problem-Based Learning emerges as a valuable method in English instruction, facilitating a more effective development of students' ability to generate and express compelling ideas. Specifically beneficial in writing exposition text, Problem-Based Learning aligns with real-world concepts,

²⁵ Andrian Mochamad Pratama, "Problem-Based Learning in Teaching Writing Hortatory Exposition Text to Eleventh Graders," *Retain* (Surabaya State University, 2018).

enabling students to easily articulate and compose their thoughts. Despite its advantages, challenges persist in students' exposition text writing.

The impact of Problem-Based Learning on students' writing skills in exposition text is illustrated in the following picture:

Figure II. 1 Conceptual Framework



D. Hypothesis

The hypothesis of this research are:

1. Alternative hypothesis (H_a): there is a significant effect of using problem based learning method for students writing ability in exposition text at the XI Grade of MAS KH Ahmad Dahlan Sapirok.
2. Null hypothesis (H_o): there is no significant effect of using Problem Based Learning for students writing ability in exposition text at the XI grade of MAS KH Ahmad Dahlan Sapirok.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research was conducted at MAS KH Ahmad Dahlan Sipirok. It is located in Sarogodung, Sipirok, South Tapanuli, North Sumatera, 22721. The research started from March 2023 until December 2023.

B. Research Design

This research is quasy experimental design. It incorporating the pre-test and post-test control group design. Experimental research is a research method employed to determine the effect or impact of a treatment on a controlled condition.

This research used two classes, one designate as the experimental class, where the Problem Based Learning Method was applied. The other as the control class, receiving instruction without the use of Problem Based Learning Method.

Table III.1 Table of Design Instrument

No.	Sample	Pre-test	Treatment	Post-test
1	Experimental Class	√	√ Teaching writing exposition text by using problem based learning method	√
2	Control Class	√	×	√

C. Population and Sample

a. Population

This research has all students at XI MAS KH Ahmad Dahlan Sapirok, it consisted of two classes, as the population. The population is shown in the table below:

Table III.2 The Population of the XI Grade MAS KH Ahmad Dahlan Sapirok

No	Class	Students
1	MIA- 1	30
2	MIA- 2	28
3	IIS- 1	12
	Total Population	70

b. Sample

This research used simple random sampling to take the sample of the research. Researcher used random sampling by using lotre, random sampling is the process of selecting a sample so that all individuals defined population were equally likely to be selected for the sample. The researcher chose only two classes as sample in this research, an experimental class and control class.

Table III.3 The sample of students MAS KH Ahmad Dahlan Sapirok

No	Class	Students
1	Experimental Class (MIA – 2)	28
2	Control Class (MIA – 1)	30
	Total	58

D. Instrument of the Research

Efficient data collection is crucial for researcher to enhance the systematic and straight forward conduct of the research. In this study, the chosen instrument for data collection was the essay test, specially employing the essay type. The pre-test comprised a single question prompting students to write an exposition text based on the own minds before any treatment. Then, the post-test required students to compose an exposition text using the Problem Base Learning Method.

The primary purpose of these tests was to gather data for the research. The researcher gave both of test (pre-test and post-test). Before giving the test, provided instructional materials covering the writing of exposition text by using problem base learning method. To assess students` writing abilities, the researcher measured the test by applying various categories of indicator of writing. Including content, mechanics, language use, vocabulary and organization. While these are generally accepted indicators for writing tests, the researcher narrowed down the criteria based on the specific needs of high school students mastering writing. The analytical scale by weigle, encompassing grammar, vocabulary, mechanics, fluency, and form. As detailed in the table below:

Table III.4 The Indicators of Writing Test¹

No	Aspects	Scoring	Criteria
1.	Content	30-27	Excellent to very good: knowledgeable, substantive, etc.
		26-22	Good to average: some knowledge of subject, adequate range, etc.
		21-17	Fair to poor: limited knowledge of subject, little substance, etc.
		16-13	Very poor: does not show any knowledge of subject, nonsubstantive, etc.
2.	Organization	20-18	Excellent to very good: fluent expression, idea clearly stated, etc.
		17-14	Good to average: somewhat choppy, loosely organize but main ideas stand out, etc.
		13-10	Fair to poor: non-fluent, ideas confused or disconnected, etc.
		9-7	Very poor: does not communicate, no organization, etc.
3.	Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, etc.
		17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
		13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice usage- etc.
		9-7	Very poor: essentially transportation, little knowledge of English vocabulary
No	Aspects	Scoring	Criteria

¹ Sara Cushing Weigle, *Assesing Writing* (Cambridge: Cambridge University Press, 2002), p.116.

4.	Language Use	25-22	Excellent to very good: effective complex constructions, etc.
		21-19	Good to average: effective but simple/complex constructions, etc.
		17-11	Fair to poor: major problems in simple/complex constructions, etc.
		10-5	Very poor: nearly no mastery of sentence construction rules, etc.
5.	Mechanics	5	Excellent to very good: demonstrates mastery of conventions, etc.
		4	Good to average: occasional errors of spelling, punctuation, etc.
		3	Fair to poor: frequent errors of spelling, punctuation, capitalization, etc.
		2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

E. Validity

Researcher used construct validity in this research. Sugiono state that construct validity testing can use the expert opinion by asking for the opinion regarding the instrument and it has been measured based on a certain theory.² To make sure construct validity, it is essential for a measurement to comprehensively sample both the subject matter and the cognitive processes included in the content universe being examined. In this study, the validity was

² Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, 19th ed. (Bandung: Alfabeta, 2013), p.125.

assessed by a senior high school teacher through the inclusion of two essay (writing) test items. One for the pre-test and another for the post-test.

F. Procedure of Research

To collect data for the research, the researcher followed these steps: pre-test, treatment, and post-test.

1. Pre-Test

The pre-test was conducted to assess the homogeneity of the sample and determine the mean scores of the experimental and control classes. Both groups took a writing test about exposition text before learning with problem based learning method. The researcher did some steps included test preparation,

1. distributed the test to student
2. Explained the tutorial to fill the test
3. Allotted time for completion
4. Individual completion by students
5. Collection of answer sheets and
6. Scoring to calculate the mean scores.

2. Treatment

The researcher provided treatment to the experimental class, teach the students how to write exposition text using problem based learning method. This involved presenting test examples and explaining text based on given problem.

1. The researcher shown the video about the example of exposition text,
2. Asked the student to tell about the problem in the video.
3. The researcher told the outline of exposition text
4. Then the researcher orienting the student to the problem.
5. After orienting the problem, researcher organized the student into some small group to do the task about exposition text.
6. The student had to present the result of working in front of the class
7. The last researcher analyzed and evaluated the students` works.

3. Post-Test

Following the treatment, post-test was administered with the same topic as the pre-test. The procedure mirrored that of the pre-test, requiring students to write an exposition text. The goal was to determine the effectiveness of using problem based learning method in writing about exposition text.

G. Technique of Analyzing Data

According to Sugiono "Analysis is used to understand relationships and concepts in data so that hypotheses can be developed and evaluated."³ To assess students` ability, particularly in composing exposition text, the researcher employed descriptive statistical analysis to

³ Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, p.244.

examine the test results. This method involves presenting the analyzed data through various descriptive statistics as follow:

1. Normality test

Before conducting the test, a normality test was performed to assess whether the data from the experimental and control groups exhibited a normal distribution. The Kolmogorov-Smirnov test, executed using SPSS, was employed for this purpose.

Data were considered normally distributed if the significance (sig) value exceeded the threshold of $\alpha = 0.05$. For the pre-test data in both experimental and control classes, the obtained sig values were 0.200, indicating normal distribution since $p \geq \alpha$ ($0.200 \geq 0.05$) in both cases.

2. Homogeneity test

Following the normality test, a homogeneity test was conducted to examine the similarity of samples in both classes. The Levene statistic test, facilitated by SPSS v.24, was utilized for this purpose.

3. Mean (Average)

The mean score is statistic measure that represents the average value of a set of numerical data points. This provides a central point that reflects the typical or average response within a group, giving researcher insight into the overall performance related to the measured variable. In this research, researcher use SPSS v.24 to calculate the

mean scores of the test. And identify the mean scores by the interpretation of mean score, as follows:

Table III.5 The Interpretation of Mean Score⁴

No.	Interval	Predicate
1.	80-100	Very Good
2.	60-79	Good
3.	50-59	Enough
4.	40-49	Less
5.	0-39	Fail

4. Hypothesis test

Employing statistical hypotheses, the research utilized the Independent Sample T-Test to assess the relationship between variables. SPSS v.24 was used for hypothesis testing. Mean and standard deviation values for the post-test in both experimental and control groups, acquired during the t-test result. if t-count was higher than t-table, the hypothesis is H_a (accepted) and if on the contrary, t-count is lower than t-table so the hypothesis is H_o .

⁴ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2018), p.117.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter unveils the results and engages in a discussion. The outcomes revealed the rates of the final work in the experimental group after receiving the treatment. Additionally, the study explored whether there were significant differences in the exposition text writing abilities of eleventh-grade students taught using the Problem-Based Learning Method compared to those who were not.

A. Research Finding

1. The Description of Data

The investigation took place at the eleventh grade of MAS KH Ahmad Dahlan Sapirok. A test served as the primary data collection tool, comprising both Pre-Test and Post-Test administered equally to the experimental and controlled classes. The Experimental class comprised 28 students, while the Controlled class had 30 students, selected based on the test scores. The collected data scores from both classes are tabulated and described in the following sections. During the pre-test for the experimental class, the researcher computed the scores obtained by students in the writing test. The pre-test scores for the experimental class are detailed in the subsequent table:

a. The Description of Data before Using Problem Based Learning Method

1) Score of Pre-Test in Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in answering writing test. The score of pre-test in experimental class could be seen in the following table:

Table IV.1 The Score of Experimental Class in Pre-Test

No.	Description	Statistic
1	Total Score	1455
2	Highest Score	86
3	Lowest Score	34
4	Mean	51.9
5	Median	53.5
6	Modus	60
7	Range	52
8	Interval	6
9	Variant	139
10	Standard Deviation	11.7

Based on the table above, it can be concluded that the total score of experimental class in pre-test was 1455, mean was 51.9 median was 53.5, range was 53, interval class was 6, variants was 139 and standard deviation was 11.7. The highest in experiment class was 86 and the lowest score was 34.

Following the compilation of students' final scores, the researcher constructed a frequency distribution to identify predominant scores achieved by students. The calculation of the frequency distribution for students' scores is presented in the table below:

Table IV.2 The distribution frequency in Pre-Test of experimental class

No.	Interval Class	Mid Point	Frequency	Percentage
1	34-42	38	7	25%

2	43-51	47	4	14.2%
3	52-60	56	11	39.2%
4	61-69	65	5	17.8%
5	70-78	74	0	0%
6	79-87	83	1	3.5%
	<i>I=9</i>		28	100%

Based on the table above, it can be concluded that the students` frequency in interval class between 34 - 45 was 7 students (25 %), interval class between 43-51 was 4 students (14.2%), interval class between 52-60 was 11 students (39.2%), interval class between 61-69 was 5 students (17.8%), interval class between 70-78 was 0 student (0%), interval class between 79-87 was 1 student (3.5%).

In order to get the description of the data clearly and completely, the researcher presented it into histogram on the following bellow:

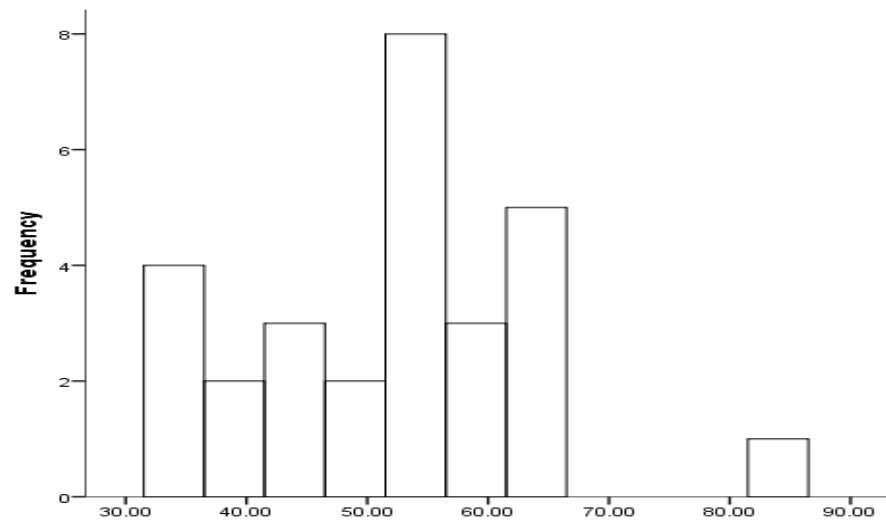


Figure IV.1 Data Description of Pre-Test in Experimental Class

2) Score of Pre-Test in Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by the students in answering writing test. The score of pre-test in control class could be seen in the following table:

Table IV.3 The Score of control Class in Pre-Test

No.	Description	Statistic
1	Total Score	1546
2	Highest Score	89
3	Lowest Score	33
4	Mean	51.5
5	Median	47
6	Modus	34
7	Range	56
8	Interval	6
9	Variant	247
10	Standard Deviation	15.7

Based on the table above, it can be concluded that the total score of control class in pre-test was 1546, mean was 51.5 median was 47, range was 56, interval class was 6, variants was 247 and standard deviation was 15.7. The highest in experiment class was 86 and the lowest score was 33.

Following the compilation of students' final scores, the researcher constructed a frequency distribution to identify predominant scores achieved by students. The calculation of the frequency distribution for students' scores is presented in the table below:

Table IV.4 The Distribution Frequency on Pre-Test at Control Class

No.	Interval Class	Mid Point	Frequency	Percentage
1	33-42	37.5	11	36.6%
2	43-52	47.5	6	20%
3	53-62	57.5	6	20%
4	63-72	67.5	2	6.6%
5	73-82	77.5	4	13.3%
6	83-92	87.5	1	3.3%
	I=10		30	100

Based on the table above, it can be concluded that the students' frequency in interval class between 33 - 42 was 11 students (36.6 %), interval class between 43-52 was 6 students (20%), interval class between 53-62 was 6 students (20%), interval class between 63-72 was 2 student (6.6%), interval class between 73-82 was 4 students (3.3%), interval class between 83-92 was 1 student (3.3%).

In order to get the description of the data clearly and completely, the researcher presented it into histogram on the following bellow:

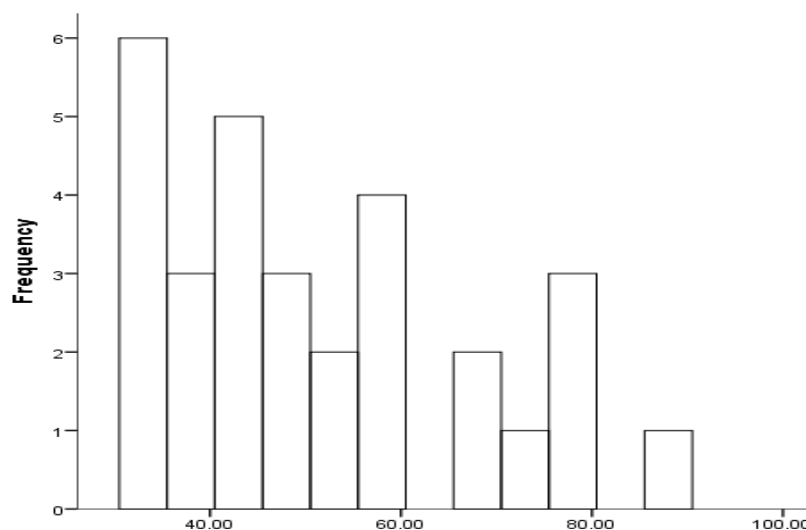


Figure IV.2 Data Description of Pre-Test in Control Class

b. The Description of Data after Using Problem Based Learning

Method

1) Score of Post-Test in Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in answering writing test. The score of post-test in experimental class could be seen in the following table:

Table IV.5 The Score of Experimental Class in Post-Test

No.	Description	Statistic
1	Total Score	1891
2	Highest Score	94
3	Lowest Score	37
4	Mean	67.5
5	Median	68
6	Modus	68
7	Range	57
8	Interval	6
9	Variant	172.4
10	Standard Deviation	13.1

Based on the table above, it can be concluded that the total score of experimental class in post-test was 1841, mean was 67.5 median was 68, range was 57, interval class was 6, variants was 172.4 and standard deviation was 13.1. The highest in experiment class was 94 and the lowest score was 37.

Following the compilation of students' final scores, the researcher constructed a frequency distribution to identify predominant scores achieved by students. The calculation of the frequency distribution for students' scores is presented in the table below:

Table IV.6 The Distribution Frequency on Post-Test at Experimental Class

No.	Interval Class	Mid Point	Frequency	Percentage
1	37-46	41.5	2	7.1 %
2	47-56	51.5	5	17.8 %
3	57-66	61.5	3	10.7 %
4	67-76	71.5	10	35.7 %
5	77-86	81.5	7	25 %
6	87-96	91.5	1	3.5 %
	<i>I=10</i>		28	100 %

Based on the table above, it can be concluded that the students` frequency in interval class between 37 - 46 was 2 students (7.1 %), interval class between 47-56 was 5 students (17.8 %), interval class between 57-66 was 3 students (10.7 %), interval class between 67-76 was 10 students (35.7 %), interval class between 77-86 was 7 students (25 %), interval class between 87-96 was 1 student (3.5 %).

In order to get the description of the data clearly and completely, the researcher presented it into histogram on the following bellow:

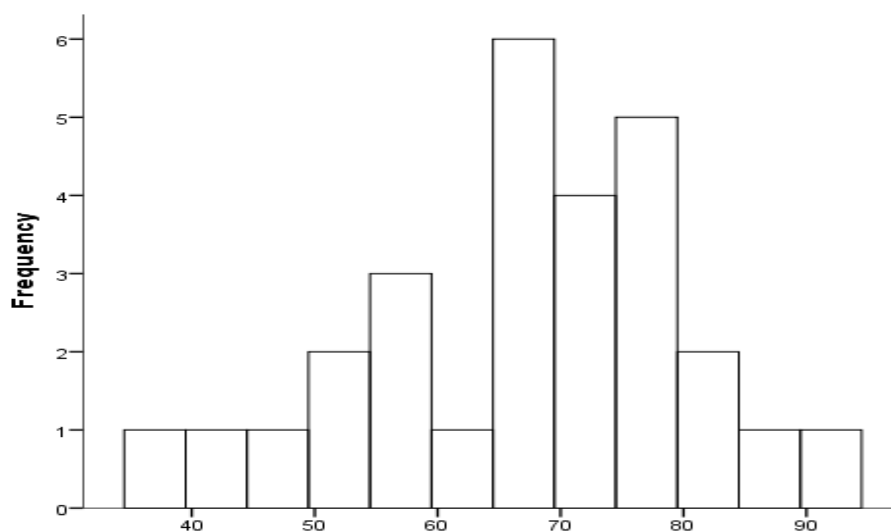


Figure IV.3 Data Description of Pre-Test in Experimental Class

2) Score of Post-Test in Control Class

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering writing test. The score of post-test in control class could be seen in the following table:

Table IV.7 The Score of control Class in Post-Test

No.	Description	Statistic
1	Total Score	1778
2	Highest Score	90
3	Lowest Score	39
4	Mean	59.2
5	Median	58
6	Modus	58
7	Range	51
8	Interval	6
9	Variant	225.5
10	Standard Deviation	15

Based on the table above, it can be concluded that the total score of control class in post-test was 1778, mean was 59.26 median was 58, range was 51, interval class was 6, variants was 225.5 and standard deviation was 15. The highest in experiment class was 90 and the lowest score was 39.

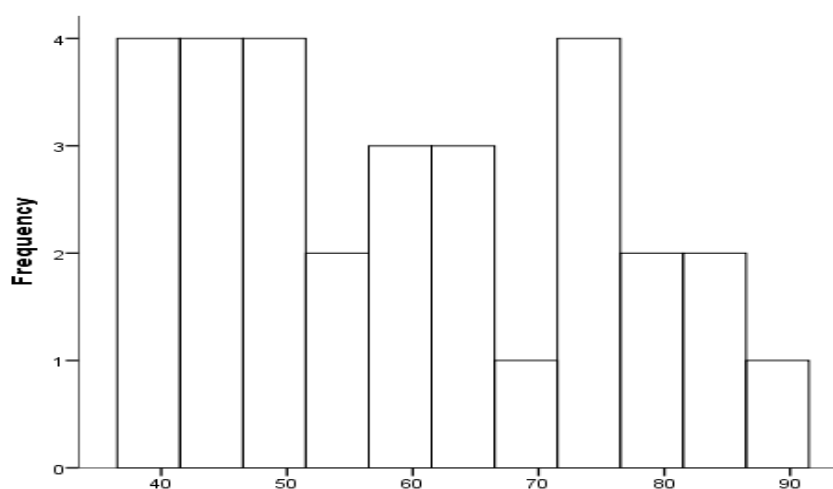
Following the compilation of students' final scores, the researcher constructed a frequency distribution to identify predominant scores achieved by students. The calculation of the frequency distribution for students' scores is presented in the table below:

Table IV.8 The Distribution Frequency on Post-Test at Control

No.	Interval Class	Mid Point	Frequency	Percentage
1	39-47	43	9	30 %
2	48-56	52	5	16.6 %
3	57-65	61	4	13.3 %
4	66-74	70	6	20 %
5	75-83	79	5	16.6 %
6	84-92	88	1	3.3 %
	I=10		30	100%

Based on the table above, it can be concluded that the students` frequency in interval class between 39 - 47 was 9 students (30 %), interval class between 48-56 was 5 students (16.6 %), interval class between 57-65 was 4 students (13.3 %), interval class between 66-74 was 6 student (20 %), interval class between 75-83 was 5 students (16.6%), interval class between 84-92 was 1 student (3.3%).

In order to get the description of the data clearly and completely, the researcher presented it into histogram on the following bellow:

**Figure IV.4 Data Description of Pre-Test in Control Class**

2. Data Analysis

1) Normality Test

The normality test aimed to determine whether the data from both the experimental and controlled classes were normally distributed and if they exhibited the same variance. The normality of the data for both groups was assessed using SPSS v.24 with a significance level of 5% (0.05). Kolmogorov-Smirnov was employed for the normality test. Based on the calculation it was found that:

Table IV.9 Normality Test of Pre-Test

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result Study of Writing Skill	Pre-Test Experimental	.118	28	.200*	.937	28	.092
	Pre-Test control	.140	30	.140	.908	30	.013
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The results indicated that the significance values for the pre-test in the experimental class ($0.200 > 0.05$) and the control class ($0.140 > 0.05$) signified normal distribution, as the significance was higher than $\alpha = 0.05$.

Normality test for post-test in experiment and control class also used Kolmogorov-Smirnov by SPSS v.24. The result can be seen in the table as followed:

Table IV.10 Normality Test of Post-Test

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Result	Experimental	.127	28	.200*	.978	28	.802
	Controll	.152	30	.073	.933	30	.060
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Similarly, the normality test for the post-test in both the experimental and control classes, utilizing Kolmogorov-Smirnov with SPSS v.24, showed that the significance values for the experiment class ($0.2 > 0.05$) and the control class ($0.073 > 0.05$) indicated normal distribution. In summary, both the pre-test and post-test data in the experimental and control classes were found to be normally distributed, as the significance values were higher than $\alpha = 0.05$.

b. Homogeneity Test

After conducted the normality test, the next step was the test of homogeneity test. The aimed of this test was to find out that sample of the data were homogeneous.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous Variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

The data of pre-test from experiment and control class were also present in the table below:

Table IV.11 Homogeneity Test of Pre-Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result Study of Writing Skill	Based on Mean	3.579	1	56	.064
	Based on Median	2.337	1	56	.132
	Based on Median and with adjusted df	2.337	1	51.938	.132
	Based on trimmed mean	3.119	1	56	.083

The researcher used levene statistic to analyze the homogeneity test of pre-test. Based on the data above, the result indicated that the significance of pre-test was ($0.064 > 0.05$) which is higher than $\alpha = 0.05$. Then H_0 is accepted. Consequently, it can be concluded that the data in this research from pre-test in experiment and control class are homogeneous.

The data of post-test in experiment and control class were present in the table as followed:

Table IV.12 Homogeneity Test of Post-Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	2.095	1	56	.153
	Based on Median	1.968	1	56	.166
	Based on Median and with adjusted df	1.968	1	55.343	.166
	Based on trimmed mean	2.070	1	56	.156

Meanwhile, the homogeneity test on post-test showed ($0.153 > 0.05$) as the significance value of the data. Which is higher than $\alpha = 0.05$. Then H_a is accepted. Consequently, it can be concluded that

the data in this research from post-test in experiment and control class are homogeneous.

c. Hypothesis Test

After performing the normality and homogeneity tests, the results indicated that the data were suitable for analysis using a t-test to examine the hypothesis. This hypothesis test aimed to assess whether there were significant differences in the post-test results between the experimental and control classes following the administration of treatment. The test sought to determine the potential impact of the Problem-Based Learning Method on students' ability to write exposition texts. SPSS v.24 was employed for hypothesis analysis, and the results are presented in the following table:

Table IV.13 Independent Sample T-Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Result									Lower	Upper
	Equal variances assumed	2.095	.153	2.225	56	.030	8.269	3.716	.826	15.712
	Equal variances not assumed			2.236	55.77	.029	8.269	3.698	.860	15.678

Upon examining the data in the table, the researcher utilized the independent sample t-test to calculate the data, revealing that the t-test values for the post-test in both the experimental and control classes were found to be $t\text{-count} > t\text{-table}$ ($2.225 > 2.002$). Following the test criteria,

H₀ was rejected, and H_a was accepted. The hypothesis test also indicated that the two-tailed significance (p) was 0.03, with an alpha (α) of 0.05, leading to the acceptance of H_a (Alternative Hypothesis) when $p < \alpha$. This implies a significant effect of employing the Problem-Based Learning Method on eleventh-grade students at MAS KH Ahmad Dahlan Sapirok. Therefore, it can be concluded that there is a statistical effect based on the post-test results.

B. Discussion

Based on the finding and the result of the research above, it revealed that Problem based learning method had an effect on students' writing exposition text. This research is intended to answer the research question of whether the use of Problem Based Learning Method is effective to be applied in students' writing of exposition text. Problem Based Learning Method is a method in which used realistic problems and students write everything they know related to the topic. Moreover, from this research above is proved that Problem Based Learning Method be able to make students easier to develop the ideas and the writing fluency. The researcher was taken the data of the result from pre-test and post-test of experiment and control class. To prove whether the method is effective or not.

Therefore, this result of this study had answered the research question that being in the beginning of the study. The researcher discussed the result of this research and compared with related findings. This study also supported by previous study as Hesti, Ramadania, and Andrian.

First, the design and method which conducted by hesti were similar to this study. It because, her study used an experimental design and used quantitative experiment as the method for her research. However the place of the study and the number of participants were rather different as Hesti study. Hesti found that, there was influence of using problem based learning towards students writing ability on analytical exposition text.¹ Meanwhile in this study researcher found that $t\text{-count} > t\text{-table}$ or $2.225 > 2.002$. it means that H_a was accepted.

Second, Ramadhania found the hypothesis accepted, H_a (Alternative Hypothesis), The mean score in experimental class increased 18.2 points, from 60.47 become 78.67. contrast, the controlled class increased 11.55 points, from 59.57 become 71.12.² Meanwhile this study found the sig. 2 tailed was 0.03. The mean score in experimental class in this study 67.35 while the mean score of the controlled class was 59.26 and this study teach about the exposition text while in ramadhania`s thesis it is about narrative text.

Third, Adrian found problem-based learning can makes the student actively involved in the learning activity. But unfortunately, the teacher as guide did not succeed in raising problems in the student`s work. In student writing result there were no group calculates in the poor and very poor.

¹ Wati, "The Influence of Using Problem Based Learning Towards Students Writing Ability on Analytical Exposition Text."

² Ramadhania, "He Effect of Problem Based Learning on Student Ability in Writing Narrative Text (Quasi Experimental Research at Tenth Grade Students of SMKS 11 Serunting 2 Bengkulu in Academic Year 2018/2019)."

Problem-based learning models can be implemented in teaching hortatory exposition writing. Problem Based Learning as a learning model could motivate the students involved in the learning process and could encourage and engage the students' to write.³ Meanwhile in this study researcher found the student understand about the problem of the student works. Researcher also found the student who get the poor and very poor result test.

Based on the result that calculated by using SPSS that the writer explains before, this study proved that Problem Based Learning Method is one of a good method to be implemented in the writing process. This study focused in using Problem Based Learning Method to elaborate the ideas in writing and make a connection related to the topic. Problem Based Learning Method help students to think clearly and really related about the given topic. It means, this method was investigated in order to prove that it was statistically to be used as a helping Method for the writing.

Therefore, savin`s theory can be substantiated, indicating that problem based learning can enhance students` writing abilities. This is further supported by Yuli`s findings, where she states that PBL can indeed be used to teach writing to students. Based on the result, it can be seen that Problem Based Learning Method can increase the students' writing which focused to develop the ideas in writing related to the topic. It proved that using Problem Based Learning Method is quite effective to enhance

³ Pratama, "Problem-Based Learning in Teaching Writing Hortatory Exposition Text to Eleventh Graders."

students' fluency in writing of exposition text at the eleventh-grade students of MAS KH Ahmad Dahlan Sapirok in academic year 2022/2023.

C. Threats of the Research

In conducting the research, the researcher encountered several challenges and threats that may have implication for the research outcomes. The study is influenced by external factors beyond the researcher's control, such as some students not attending classes. Consequently, the researcher had to adjust the sample size, and a significant amount of time was required to carefully calculate the scores of the students' test performance due to the meticulous nature of evaluating essay-type writing test.

CHAPTER V

CLOSING

A. Conclusion

The aim of this research is to know the empirical evidence of an effect of using Problem Based Learning Method in students' writing on exposition text at the eleventh grade students of MAS KH Ahmad Dahlan Sipirok. Based on the calculation of the data and the discussion in chapter IV, it showed that there was significant effect of using Problem Based Learning Method on students' writing skill on exposition text. The researcher used experimental class which divided into pretest and post-test by implemented the Method to the experimental class while the controlled class was taught by using PBL.

After calculating and analyzing the data obtained, the researcher was collected some information.

1. The writing ability of Exposition Text at the eleventh grade of MAS KH Ahmad Dahlan before using Problem based Learning Method was enough. It can be seen from the students mean score of pre-test was 51.9 in experimental class.
2. The writing ability of Exposition Text at the eleventh grade of MAS KH Ahmad Dahlan after using Problem based Learning Method had higher score. It can be seen from the students' mean score of post-test in experimental class was good, rised became 65.7.
3. The result of research indicated the t-test from post-test in both of the experiment and control class. It was found that $t\text{-count} > t\text{-table}$ or

2.225 > 2.002. Based on the test criteria, H_0 is rejected and H_a is accepted. To get a statistical impact the researcher analyzed the post-test data that resulted in the sig (2tailed) that is shown 0.03 which means lower than the significance level sig $\alpha = 0.05$ (5%). It means that Problem Based Learning Method is a moderately effective in this research.

The result of experimental class was gained since applied Problem Based Learning Method to the class. The score showed that the experimental class result is higher than the result of controlled class. Moreover, the result of experimental class gave an effect on students' writing of exposition text. It can be concluded that Problem Based Learning Method gave moderate effect in students' writing on exposition text at the eleventh grade students of MAS KH Ahmad Dahlan Sipirok in academic year 2022/2023.

B. Implication

Implications are derived from the research findings, indicating a significant positive impact of employing the problem-based learning method on students' writing proficiency in exposition texts. The study suggests that integrating the problem-based learning method is essential in writing instruction.

Considering the aforementioned conclusions, it signifies that the utilization of the problem-based learning method has the potential to enhance students' writing skills, evident in the observed progress in writing scores

following the implementation of this method. Teachers are strongly encouraged to incorporate the problem-based learning approach, particularly in teaching exposition text, aiming to foster improvement in students' writing abilities.

Students, when instructed through the problem-based learning method, exhibit motivation and a relaxed learning experience during the writing process. This suggests that the approach maintains students' interest, facilitating exploration and expression of ideas in written form, particularly in the creation of exposition texts.

By implementing the problem-based learning method, teachers can emphasize the communicative aspect of the writing teaching and learning process. This involves providing examples in unique ways and posing relevant questions to enhance students' understanding of the material concepts independently.

In summary, the research demonstrates that the continuous application of the problem-based learning method significantly enhances students' achievements in writing exposition texts. Therefore, the sustained use of this method in writing instruction is recommended, as it proves effective in facilitating writing practice, creating an enthusiastic learning environment, and ultimately achieving the desired standard of competence in the learning process.

C. Suggestion

The findings of this research lead to several suggestions for various stakeholders, including teachers, students, and future researchers. Teachers are encouraged to enhance the creativity and activeness in the classroom, introducing innovative learning methods such as problem-based learning for teaching exposition text, fostering increased student interest and engagement.

The implementation of Problem-Based Learning is proposed as a means to develop students' writing skills, allowing them to freely explore the ideas. Therefore, it is advised that teachers exhibit creativity in selecting intriguing topics, facilitating students in expressing the thoughts more effectively.

Teachers are urged to employ diverse techniques and strategies to assist students in honing the skills, incorporating activities that enable practical application of classroom lessons for better comprehension. Students, in turn, should actively participate by sharing the thoughts and emotions in class discussions, seeking clarification and guidance from teachers.

For individuals delving into similar fields, it is hoped that the research results can serve as an additional reference, offering valuable insights and guidance in the pursuits. This research result have lead me to point out some suggestions for several different focuses like teachers, students, and further researchers. Teachers should be more creative and active in teaching and delivering lessons by giving new method of learning in class such as problem-based learning in learning exposition text so students become more interested and engaged.

Problem Based Learning can develop students' writing skill. Moreover, students are able to explore the ideas without hesitation. Thus, it is an advice that the teacher must be creative and provide an interesting topic for students in order to make students easier to elaborate the ideas related to the topic given.

Teachers should implement different techniques and strategies to help students improve the skills and create such activity that can help students practice and use the lesson learned at the classroom so they were have better understanding about it. Students should participate more actively by discussing the thoughts and feelings in class. They could share and ask about anything refer to the lesson and project from teachers. And for people who want to look for the same field, hopefully the result of this research can be used as an additional reference.

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APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (EXPERIMENTAL CLASS)

Sekolah	: MAS KHA DAHLAN SIPIROK
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI / 2
Materi Pokok	: Menuliskan Teks Eksposisi
Alokasi Waktu	: 1 X 2 JP (90 menit)

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai
- KI 2 : bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan
- KI 3 : humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Standar Kompetensi / Indikator

No		Kompetensi Dasar		Indikator
1.	1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1	Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar Bahasa Inggris
2.	2.1	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1	Menyapa guru dan teman dengan santun
	2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1	Menjawab pertanyaan guru dengan jujur
			2.2.2	Bertanya kepada guru tentang materi pelajaran yang belum dimengerti
2.2.3	Melaksanakan tugas sesuai dengan waktu yang diberikan			
3.	3.1	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya	3.1.1	Mengidentifikasi struktur teks dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum
			3.1.2	Mengidentifikasi unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum
			3.1.3	Mengidentifikasi fungsi sosial dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum
4.	4.1	Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum	4.1.1	Menentukan ide pokok dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum
			4.1.2	Menyusun teks eksposisi

C. Materi Pembelajaran

1. Generic structure
 - a. Thesis □ Introduces the topics and shows the writer's opinions
 - b. Arguments □ Reasons behind the topics or the thesis
 - c. Reiteration □ Restates the thesis or writer's opinion
2. Social function to persuade the reader or listener that something is the case
3. Linguistic features
 - a. Kosa kata terkait dengan topik yang dibahas
 - b. Tata bahasa terkait dengan penyusunan argumentasi: Simple Present Tense, kata kerja *be*, *have*, dan kata sambung seperti *firstly*, *secondly*, *finally*, dsb
 - c. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a*, *the*, *this*, *those*, *my*, *their*, dsb secara tepat dalam frasa nominal
 - d. Ejaan dan tanda baca

D. Tujuan Pembelajaran

Pada akhir pembelajarana siswa dapat:

1. Mengidentifikasi unsur kebahasaan dari teks eksposisi
2. Menjelaskan fungsi sosial pada teks eksposisi
3. Menyusun teks eksposisi

E. Metode Pembelajaran

Problem Based Learning (pembelajaran berbasis masalah)

F. Media dan Sumber Pembelajaran

1. Media/ alat: video, papan tulis
2. Sumber belajar: Buku Bahasa Inggris Kelas XI

G. Langkah-langkah Kegiatan Pembelajaran

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
Memberi salam kepada siswa	Menjawab salam guru	20
Mengajak siswa berdoa	Berdoa	
Menampilkan video contoh teks eksposisi	Menonton video teks eksposisi	
Meminta siswa untuk menyampaikan pendapat mereka secara individu tentang video yang diberikan oleh guru	Menyampaikan pendapat tentang video yang diberikan guru	
Meminta siswa menyebutkan inti dari video tersebut	Menyebutkan inti dari video	

2) Kegiatan Inti

Guru	Siswa	waktu
Menjelaskan teks eksposisi dengan singkat	Mendengarkan penjelasan guru	10
Kelompok		
Membentuk beberapa kelompok	Duduk bersama teman kelompoknya	30
Menuliskan beberapa judul di papan tulis	Membaca judul yang ditulis guru	
Memberi contoh cara menentukan ide ide yang akan dituliskan	Mendengarkan guru	
Meminta setiap kelompok untuk menuliskan teks eksposisi sesuai judul yang ada	Menuliskan teks eksposisi sesuai judul yang ditentukan bersama teman kelompok	

Meminta setiap kelompok untuk mempresentasikan karya masing – masing	Mempresentasikan hasil karya	
Mandiri		
Menuliskan beberapa topic di papan tulis	Memperhatikan ke papan tulis	25
Meminta setiap siswa untuk memilih satu topic	Memilih topic	
Meminta siswa untuk mencari ide dan permasalahan yang ada pada topic yang dipilih	Mencari ide dan permasalahan pada topic yang dipilih	
Meminta siswa untuk menuliskan teks eksposisi	Menuliskan teks eksposisi	
Mengumpulkan hasil kerja siswa	Mengumpulkan hasil kerja masing – masing	

3) Kegiatan penutup

Guru	Siswa	Waktu
Memberi tanggapan atas hasil kerja siswa	Menyimak penjelasan guru	15
Memberi kesempatan siswa untuk bertanya	Bertanya kepada guru	
Meminta siswa menyimpulkan tentang teks eksposisi	Menyimpulkan teks eksposisi	
Menyampaikan rencana pembelajaran berikutnya	Mendengarkan penjelasan guru	
Menyimpulkan ulang teks eksposisi	Mendengarkan penjelasan guru	
Menutup kegiatan belajar dengan doa dan salam	Berdoa dan menjawab salam guru	

Mengetahui,
Kepala Sekolah

Sipirok,

2023

Peneliti

Ikhsan Bonar Pratama S.Pd

Rabiatul Jamilah

NIP.

NIM. 1920300109

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CONTROL CLASS

Sekolah	: MAS 05 KHA DAHLAN SIPIROK
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI / 2
Materi Pokok	: Menuliskan Teks Eksposisi
Alokasi Waktu	: 1 X 2 JP (90 menit)

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai
- KI 2 : bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan
- KI 3 : humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Standar Kompetensi / Indikator

No	Kompetensi Dasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar Bahasa Inggris
2.	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menyapa guru dan teman dengan santun
	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Menjawab pertanyaan guru dengan jujur
		2.2.2 Bertanya kepada guru tentang materi pelajaran yang belum dimengerti
		2.2.3 Melaksanakan tugas sesuai dengan waktu yang diberikan
3.	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya	3.1.1 Mengidentifikasi struktur teks dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum
		3.1.2 Mengidentifikasi unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum
		3.1.3 Mengidentifikasi fungsi sosial dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum
4.	4.1 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum	4.1.1 Menentukan ide pokok dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum
		4.1.2 Menyusun teks exposisi

C. Materi Pembelajaran

4. Generic structure
 - a. Thesis □ Introduces the topics and shows the writer's opinions
 - b. Arguments □ Reasons behind the topics or the thesis
 - c. Reiteration □ Restates the thesis or writer's opinion
5. Social function to persuade the reader or listener that something is the case
6. Linguistic features
 - e. Kosakata terkait dengan topik yang dibahas
 - f. Tata bahasa terkait dengan penyusunan argumentasi: Simple Present Tense, kata kerja *be*, *have*, dan kata sambung seperti *firstly*, *secondly*, *finally*, dsb
 - g. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a*, *the*, *this*, *those*, *my*, *their*, dsb secara tepat dalam frasa nominal
 - h. Ejaan dan tanda baca

D. Tujuan Pembelajaran

Pada akhir pembelajarana siswa dapat:

1. Mengidentifikasi unsur kebahasaan dari teks eksposisi
2. Menjelaskan fungsi sosial pada teks eksposisi
3. Menyusun teks eksposisi

E. Metode Pembelajaran

Problem Based Learning (pembelajaran berbasis masalah) /

F. Media dan Sumber Pembelajaran

1. Media/ alat: video, papan tulis
2. Sumber belajar: Buku Bahasa Inggris Kelas XI

G. Langkah-langkah Kegiatan Pembelajaran

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
Memberi salam kepada siswa	Menjawab salam guru	15
Mengajak siswa berdoa	Berdoa	
Menampilkan video contoh teks eksposisi	Menonton video teks eksposisi	
Meminta siswa untuk menyampaikan pendapat mereka secara individu tentang video yang diberikan oleh guru	Menyampaikan pendapat tentang video yang diberikan guru	

2) Kegiatan Inti

Guru	Siswa	Waktu
Menjelaskan teks eksposisi dengan singkat	Mendengarkan penjelasan guru	40
Mandiri		
Menuliskan beberapa topic di papan tulis	Memperhatikan ke papan tulis	30
Meminta setiap siswa untuk memilih satu topic	Memilih topic	
Meminta siswa untuk menuliskan teks eksposisi	Menuliskan teks eksposisi	
Mengumpulkan hasil kerja siswa	Mengumpulkan hasil kerja masing – masing	

3) Kegiatan penutup

Guru	Siswa	Waktu
Memberi tanggapan atas hasil kerja siswa	Menyimak penjelasan guru	
Memberi kesempatan siswa untuk bertanya	Bertanya kepada guru	

Meminta siswa menyimpulkan tentang teks eksposisi	Menyimpulkan teks eksposisi	15
Menyampaikan rencana pembelajaran berikutnya	Mendengarkan penjelasan guru	
Menyimpulkan ulang teks eksposisi	Mendengarkan penjelasan guru	
Menutup kegiatan belajar dengan doa dan salam	Berdoa dan menjawab salam guru	

Sipirok, 2023

Mengetahui,
Kepala Sekolah

Peneliti

Ikhsan Bonar Pratama S.Pd
NIP.

Rabiatul Jamilah
NIM. 1920300109

APPENDIX 3

INSTRUMENT FOR PRE TEST

Name :

Class :

Instruction!

Write an exposition text About The Importance of Mobile Phones for Students by your own knowledge. Use the following questions to help you.

1. What is the advantage of using mobile phone?
2. What is your opinion about The Importance of Mobile Phones for Students?

A large rounded rectangular box with a thin black border, containing 20 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box, providing a designated area for the student to write their response to the questions.

APPENDIX 4
INSTRUMENT FOR POST TEST

Name :

Class :

Instruction!

Write an exposition text about The Importance of National Examination by your own knowledge. Use the following questions to help you.

1. What is the definition?
2. What is the advantage of National Examination?
3. What is your opinion about The Importance of National Examination?

A large rounded rectangular box with a thin black border, containing 15 horizontal lines for writing. The box is positioned at the bottom of the page, below the list of questions.

APPENDIX 5
VALIDATION LETTER

VALIDATION LETTER

I am the one who signed this letter

Name : Rizkiyah Nadhiroh Siregar

Job : English Teacher in MAS KHA Dahlan Sipirok

After reading, studying, and observing the reseach instrument in the form of a test that will be used for the research entitled: **"The Effect of Problem Based Learning Method to Exposition Text Writing Ability at the Grade XI Students of MAS KHA Dahlan Sipirok"**. Arranged by:

Name : Rabiatul Jamilah

Reg. numb : 1920300109

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education Department

Hereby declare the instrument of the test sheet is:

- Suitable for use to retrieve data
- Suitable for use to retrieve data with revision requirements
- Not feasible

Note

Explain about the question of the test

With hope, the input and assessments that given can be used to complete in obtaining the quality of guidelines for good writing test.

Sipirok, 17 Mei 2023
The Signed



Rizkiyah Nadhiroh Siregar, S.Pd

APPENDIX 6

SCORE OF EXPERIMENTAL CLASS

No	Name	Pre-Test						Post-test						Gain
		C	O	V	L	M	T	C	O	V	L	M	T	
1	AIH	21	14	12	10	3	60	24	14	17	13	4	72	12
2	ANHS	14	7	8	6	3	38	14	9	10	7	2	42	4
3	AKZ	17	10	11	14	3	55	23	15	12	12	3	65	10
4	AP	14	7	9	7	2	39	16	13	12	11	2	54	15
5	ASS	27	18	17	20	4	86	30	19	19	22	4	94	8
6	AEM	16	9	10	17	2	54	23	14	17	11	2	67	13
7	ARL	21	14	13	12	3	63	26	17	15	17	3	78	15
8	DLS	21	13	11	15	2	62	26	17	14	15	3	75	13
9	FPI	17	10	14	9	2	52	22	14	14	12	2	64	12
10	HGN	16	10	11	8	2	47	21	13	14	12	2	62	15
11	HWD	21	13	14	9	2	60	26	17	18	17	4	82	22
12	HNS	17	10	17	8	2	54	26	13	14	15	3	72	18
13	KFA	17	11	15	11	2	56	26	14	15	10	2	67	11
14	MRD	13	7	9	5	2	36	15	9	9	5	2	40	4
15	MKF	16	9	13	6	2	46	20	10	13	6	2	51	5
16	MAS	22	10	14	13	3	62	26	17	14	18	3	78	16
17	MRP	13	7	7	6	2	35	13	10	7	6	1	37	2
18	NMA	21	17	13	11	2	64	26	17	17	17	4	81	17
19	NK	15	10	13	10	2	50	26	14	14	15	3	73	23

20	NHH	13	10	15	12	2	52	26	13	14	14	3	71	19
21	PCH	13	9	12	8	2	44	26	14	15	10	2	67	23
22	PYH	23	13	14	12	2	64	26	17	17	18	2	82	18
23	RHA	16	13	14	11	2	56	25	14	13	16	3	74	18
24	RFP	15	9	13	23	2	53	26	14	13	16	3	72	19
25	RG	13	7	6	7	1	34	16	13	14	10	2	55	21
26	UMS	17	10	14	14	2	57	23	14	15	12	3	68	11
27	YF	13	7	12	8	2	42	17	13	14	11	2	57	15
28	ZAH	13	7	7	6	1	34	14	8	10	7	2	41	7
	Total	1455						1841						386
	Mean	51.9						65.7						
	Avr	53.5						67.5						
	Mode	60						72						

APPENDIX 7
SCORE OF CONTROL CLASS

No	Name	Pre-Test						Post-test						Gain
		C	O	V	L	M	T	C	O	V	L	M	T	
1	AMH	13	9	11	8	2	43	17	13	14	12	2	58	15
2	A	13	7	7	5	2	34	16	11	12	6	2	47	13
3	AZH	16	9	13	7	2	57	21	17	14	11	2	65	8
4	BIH	13	7	8	5	2	35	14	9	10	5	2	40	5
5	DNR	13	7	7	5	2	34	13	11	8	5	2	39	5
6	DAS	26	17	14	16	3	76	26	17	15	16	4	78	2
7	FRH	16	9	15	6	2	48	17	9	18	13	2	50	2
8	FZ	14	9	13	7	2	45	15	10	13	9	2	49	4
9	HF	13	7	7	5	1	33	13	8	11	8	2	42	9
10	HAS	16	7	15	13	2	53	26	14	17	15	3	75	22
11	H	23	14	14	14	3	68	26	16	13	14	3	72	4
12	HRJ N	16	13	14	10	2	55	26	14	15	15	3	73	18
13	IASH	29	19	17	19	5	89	27	20	18	21	4	90	1
14	MAP	15	13	15	11	2	56	26	14	16	13	3	72	16
15	MHS	16	10	15	6	2	49	17	12	15	6	2	52	3
16	NTC	13	7	11	6	2	39	14	8	12	6	2	41	2
17	NSS	26	14	15	16	3	74	26	14	17	16	4	77	3
18	NNR N	13	9	13	6	2	43	16	10	13	7	2	58	15
19	NA	14	9	13	8	2	46	20	15	16	12	3	66	20

20	NMH	13	9	10	8	2	42	13	9	12	8	2	44	2
21	NZR	16	10	17	11	2	56	19	11	17	11	2	60	4
22	RAR	14	7	10	8	2	41	17	9	10	6	3	45	4
23	RAH	26	14	17	16	3	76	26	17	18	17	4	82	6
24	SF	13	7	8	5	2	35	17	10	10	7	2	46	11
25	SRL	14	7	9	8	2	40	17	10	11	8	2	48	8
26	SAP	26	14	17	17	4	78	26	17	19	16	4	82	4
27	SD	23	13	15	14	3	68	20	15	17	11	3	66	-2
28	T	13	7	7	5	2	34	14	9	9	7	2	41	7
29	YRS	13	7	7	5	2	40	13	12	15	10	2	52	12
30	MAS	17	10	15	14	3	59	23	13	17	12	3	68	9
	Total	1546						1778						232
	Mean	51.5						59.2						
	Avr	47						58						
	Mode	34						58						

APPENDIX 8

RESULT OF TEST IN PRE-TEST

A. RESULT TEST IN PRE-TEST OF MIA-2 (EXPERIMENTAL CLASS)

1. The score of experimental class from low to high

34	34	35	36	38	39	42
44	46	47	50	52	52	53
54	54	55	56	56	57	60
60	62	62	63	64	64	86

2. Range = high score – low score

$$86 - 34$$

$$52$$

3. Total of classes = $1 + 3,3 \log (n)$

$$1 + 3,3 \log 28$$

$$1 + 3,3 (1,447)$$

$$5,7 = 6$$

4. Length of classes = $\frac{\text{range}}{\text{total of class}}$

$$= \frac{52}{5,7}$$

$$= 9,1$$

No	Interval Class	Fi	Xi	Fi.Xi	Xi -- \bar{x}	fi(xi – \bar{x}) ²	(Fi xi- \bar{x})
1	34-42	7	38	266	-14,7	1444	10108
2	43-51	4	47	188	-5,7	2209	8836
3	52-60	11	56	616	3,3	3136	34496
4	61-69	5	65	325	12,3	4225	21125
5	70-78	0	74	0	21,3	5476	0
6	79-87	1	83	83	30,3	6889	6889
	I=10	28		1478			81454

5. Mean = $\frac{\sum Fi.Xi}{\sum F}$

$$= \frac{1478}{28}$$

$$= 52,7$$

$$6. \text{ Median} = b+p \left(\frac{\frac{1}{2}n-fk}{fm} \right)$$

$$= 55.5 + 9 \left(\frac{\frac{1}{2}28-11}{11} \right)$$

$$= 58,6$$

$$7. \text{ Modus} = b+p \left(\frac{d1}{d1+d2} \right)$$

$$= 51.5 + 9 \left(\frac{7}{7+6} \right)$$

$$= 56,3$$

8. Variant of experimental class in pre-test

$$\text{Variant} = \frac{\sum fi (xi-x)^2}{n} \quad x = \frac{\sum fixi}{\sum fi} = \frac{1478}{28} = 52,7$$

$$= \frac{81454}{28}$$

$$= 2909,07$$

B. RESULT TEST IN PRE-TEST OF MIA-1 (CONTROL CLASS)

1. The score of experimental class from low to high

33	34	34	34	35	35	39	40	40	41
42	43	43	45	46	48	49	53	55	56
56	57	59	68	68	74	76	76	78	89

2. Range = high score – low score

$$89 - 33$$

$$56$$

3. Total of classes = $1 + 3,3, \log (n)$

$$1 + 3.3 \log 30$$

$$1 + 3.3 (1.477)$$

$$5.8 = 6$$

4. Length of classes = $\frac{\text{range}}{\text{total of class}}$

$$= \frac{56}{5,8}$$

$$= 9,6 = 10$$

No	Interval Class	Fi	Xi	Fi.Xi	Xi -- \bar{x}	(xi - \bar{x}) ²	(Fi xi- \bar{x})
1	33-42	11	37,5	412,5	-15	225	2475
2	43-52	6	47,5	285	-5	25	150
3	53-62	6	57,5	345	5	25	150
4	63-72	2	67,5	135	15	225	450
5	73-82	4	77,5	310	25	625	2500
6	83-92	1	87,5	87,5	35	1225	1225
	I=10	30		1575			6950

$$5. \text{ Mean} = \frac{\sum Fi.Xi}{\sum F}$$

$$= \frac{1575}{30}$$

$$= 52,5$$

$$6. \text{ Median} = b+p \left(\frac{\frac{1}{2}n-fk}{fm} \right)$$

$$= 42,5 + 10 \left(\frac{\frac{1}{2}30-11}{6} \right)$$

$$= 51$$

$$7. \text{ Modus} = b+p \left(\frac{d1}{d1+d2} \right)$$

$$= 32,5 + 10 \left(\frac{11}{11+5} \right)$$

$$= 34,3$$

8. Variant of experimental class in pre-test

$$\text{Variant} = \frac{\sum fi (xi-x)^2}{n}$$

$$= \frac{6950}{30}$$

$$= 231,6$$

$$x = \frac{\sum fixi}{\sum fi} = \frac{1575}{30} = 52,5$$

APPENDIX 9

RESULT OF TEST IN POST-TEST

1. RESULT TEST IN POST-TEST OF MIA-2 (EXPERIMENTAL CLASS)

37	40	41	42	51	54	55
57	62	64	65	67	67	67
68	71	72	72	72	73	74
75	78	78	81	82	82	94

2. Range = high score – low score

$$94 - 37$$

$$57$$

3. Total of classes = $1 + 3,3, \log(n)$

$$1 + 3,3 \log 28)$$

$$1 + 3,3 (1,447)$$

$$5,7 = 6$$

4. Length of classes = $\frac{\text{range}}{\text{total of class}}$

$$= \frac{57}{5,7}$$

$$= 10$$

No	Interval Class	Fi	Xi	Fi.Xi	Xi -- \bar{x}	fi(xi – \bar{x}) ²	(Fi xi- \bar{x})
1	37-46	2	41,5	83	-26,4	696,96	1393,92
2	47-56	5	51,5	257,5	-16,4	268,96	1344,8
3	57-66	3	61,5	184,5	-6,4	40,96	122,88
4	67-76	10	71,5	715	3,6	12,96	129,6
5	77-86	7	81,5	570,5	13,6	184,96	1294,72
6	87-96	1	91,5	91,5	23,6	556,96	556,96
	I= 10	28		1902			4842,88

5. Mean = $\frac{\sum Fi.Xi}{\sum F}$

$$= \frac{1902}{28}$$

$$= 60,1$$

$$\begin{aligned} 6. \text{ Median} &= b+p \left(\frac{\frac{1}{2}n-fk}{fm} \right) \\ &= 66.5 + 10 \left(\frac{\frac{1}{2}28-11}{11} \right) \\ &= 67,5 \end{aligned}$$

$$\begin{aligned} 7. \text{ Modus} &= b+p \left(\frac{d1}{d1+d2} \right) \\ &= 51.5 + 10 \left(\frac{7}{7+6} \right) \\ &= 72 \end{aligned}$$

8. Variant of experimental class in pre-test

$$\begin{aligned} \text{Variant} &= \frac{\sum fi (xi-x)^2}{n} & x &= \frac{\sum fixi}{\sum fi} = \frac{1685}{28} = 60,1 \\ &= \frac{4290,28}{28} \\ &= 153,21 \end{aligned}$$

2. RESULT TEST IN POST-TEST OF MIA-1 (CONTROL CLASS)

1. The score of experimental class from low to high

39	40	41	41	42	44	45	46	47	48
49	50	52	52	58	58	60	65	66	66
68	72	72	73	75	77	78	82	82	90

2. Range = high score – low score

$$90 - 39$$

$$51$$

3. Total of classes = $1 + 3,3, \log (n)$

$$1 + 3.3 \log 30$$

$$1 + 3.3 (1.477)$$

$$5.8 = 6$$

4. Length of classes = $\frac{\text{range}}{\text{total of class}}$

$$= \frac{51}{5,8}$$

$$= 8,79 = 9$$

No	Interval Class	Fi	Xi	Fi.Xi	Xi -- \bar{x}	$(xi - \bar{x})^2$	(Fi xi- \bar{x})
1	39-47	9	43	387	-15,9	252,81	1944,81

2	48-56	5	52	260	-6,9	47,61	162,45
3	57-65	4	61	244	2,1	4,41	43,56
4	66-74	6	70	420	11,1	123,21	907,74
5	75-83	5	79	395	20,1	404,01	2268,45
6	84-92	1	88	88	29,1	846,81	918,09
	I=10	30		1767			6245,1

$$5. \text{ Mean} = \frac{\sum Fi.Xi}{\sum F}$$

$$= \frac{1767}{30}$$

$$= 58,9$$

$$6. \text{ Median} = b+p \left(\frac{\frac{1}{2}n-fk}{fm} \right)$$

$$= 42.5 + 10 \left(\frac{\frac{1}{2}30-11}{6} \right)$$

$$= 51$$

$$7. \text{ Modus} = b+p \left(\frac{d1}{d1+d2} \right)$$

$$= 32.5 + 10 \left(\frac{11}{11+5} \right)$$

$$= 34,3$$

8. Variant of experimental class in pre-test

$$\text{Variant} = \frac{\sum fi (xi-x)^2}{n}$$

$$= \frac{6428,7}{30}$$

$$= 214,26$$

$$x = \frac{\sum fixi}{\sum fi} = \frac{1767}{30} = 58,9$$

APPENDIX 10

RESULT OF THE TEST (SPSS)

1. Normality Test

Normality Test of Pre-Test

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result Study of Writing Skill	Pre-Test Experimental	.118	28	.200*	.937	28	.092
	Pre-Test control	.140	30	.140	.908	30	.013

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Normality Test of Post-Test

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Result	Experimental	.127	28	.200*	.978	28	.802
	Controll	.152	30	.073	.933	30	.060

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

2. Homogeneity Test

Homogeneity Test of Pre-Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result Study of Writing Skill	Based on Mean	3.579	1	56	.064
	Based on Median	2.337	1	56	.132
	Based on Median and with adjusted df	2.337	1	51.938	.132

	Based on trimmed mean	3.119	1	56	.083
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Homogeneity Test of Post-Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	2.095	1	56	.153
	Based on Median	1.968	1	56	.166
	Based on Median and with adjusted df	1.968	1	55.343	.166
	Based on trimmed mean	2.070	1	56	.156

3. Hypothesis Test

Independent Sample T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
Result	Equal variances assumed	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	2.095	.153	2.225	56	.030	8.269	3.716	.826	15.712
	Equal variances not assumed			2.236	55.77	.029	8.269	3.698	.860	15.678

APPENDIX 11

THE PRE-TEST RESULT OF EXPERIMENTAL CLASS

1. The Higher Score

INSTRUMENT FOR PRE TEST

Name : Anim..Salsabila

Class : XI MIA-2

Instruction!

Write an exposition text About The Importance of Mobile Phones for Students by your own knowledge. Use the following questions to help you.

1. What is the advantage of using mobile phone?
2. What is your opinion about The Importance of Mobile Phones for Students?

Mobile Phone is communication use. People in this era for child's parents and students. Mobile phone have a many use for human, for communication study information and etc. So mobile phone is not strange for education.

Of course for students mobile phone have a use but have a bad change to student, cause I think mobile phone can help student for study, student can know and study again at home use mobile phone if there can't understand their study in school and can use mobile phone to refresh their think if their have not good mood. Of course have a bad but can be good if their have good using mobile phone to be good like play game to forget their action, forget their player and maybe there eat so can make their sick.

So my opinion mobile phone have a many use but can be bad if student can't using that to good action.

C	: 27
D	: 18
X	: 17
x	: 20
M	: $\frac{4}{26}$

2. The Lowest Score

INSTRUMENT FOR PRE TEST

Name : Zaid Al-haby Hsb

Class : XI MA 2

Instruction!

Write an exposition text About The Importance of Mobile Phones for Students by your own knowledge. Use the following questions to help you.

1. What is the advantage of using mobile phone?
2. What is your opinion about The Importance of Mobile Phones for Students?

Mobil Phone fungsion is handPhone fungsion
fungsion) you can call your mother (father
from handphone.)
You can do many thing in mobil phone, like
whatsapp, google, Instagram, facebook and
online game.

So bring your mobile phone.

C : 13

O : 7

V : 7

W : 6

M : 1

34

INSTRUMENT FOR PRE TEST

Name : Rudiansah... Gultom

Class : XI MIA²

Instruction!

Write an exposition text About The Importance of Mobile Phones for Students by your own knowledge. Use the following questions to help you.

1. What is the advantage of using mobile phone?
2. What is your opinion about The Importance of Mobile Phones for Students?

Mobile phone is hand phone ^{that} function to call your friend (whether father and you) a family, cause you never (always) near with you (at) your house, but you can call and chat him know your phone.
the ~~positif~~ Positive side from mobile phone for student is can study.

C : 13
O : 7
V : 6
K : 7
M : 1 +
34

APPENDIX 12

THE PRE-TEST RESULT OF CONTROL CLASS

1. The Higher Score

INSTRUMENT FOR PRE TEST

Name : Tridah Adewina

Class : 3 MIA 3

Instruction!

Write an exposition text About The Importance of Mobile Phones for Students by your own knowledge. Use the following questions to help you.

1. What is the advantage of using mobile phone?
2. What is your opinion about The Importance of Mobile Phones for Students?

The importance of mobile phones for students

Mobile phones (is) an important thing. Mobile phone is easy to bring to everywhere. we can use mobile phone everywhere. mobile phones is very important for students. we can use (we can use) for search much knowledge there. we can use that also to refreshing us, like playing games, reading books, watching films, and buying online shop, etc but the important of mobile phones for students is search much knowledge.

The advantage of using mobile phone not just to follow this app, but we can use mobile phones to study, to read, to write, to play, etc. As students, we can use mobile phones if we read it through, mobile phones is very important, but we must can use that's smarter and we. in my opinion, mobile phones is so important for students, but, not in all time. By mobile phones, we can follow this app, to plus our knowledge. we can know neighbour countries, etc.

The conclusion is mobile phones is very important for students. Because mobile phones has very much advantage app, but, as students, we should can use we.

C : 29

O : 19

X : 17

V : 19

M : 5

89

2. The Lowest Score

INSTRUMENT FOR PRE TEST

Name : Hammar Jahrez

Class : XI. MA. 1.....

Instruction!

Write an exposition text About The Importance of Mobile Phones for Students by your own knowledge. Use the following questions to help you.

1. What is the advantage of using mobile phone?
2. What is your opinion about The Importance of Mobile Phones for Students?

mobile phone is hand phone?

Function to call your friend mother father and your family cause you will always well

the positive side from mobile phone for student is call to study in the teacher

if parents give the children mobile phone they

So, ~~the~~ ~~importance~~

C : 13

D : 7

V : 7

X : 5

Y : 1 +

33

APPENDIX 13

THE POST-TEST RESULT OF EXPERIMENTAL CLASS

1. The Higher Score

INSTRUMENT FOR POST TEST

Name : Arnim...Salsabila

Class : XI IPA-2

Instruction!

Write an exposition text about The Dangerous of Smoking by your own knowledge. Use the following questions to help you.

1. What is the definition?
2. What is the disadvantages of smoking?
3. What is your opinion about The Dangerous of Smoking?

The Dangerous Smoking
Smoking become an ordinary thing in Indonesia. Smoking begin by turn up the cigarette, then put it in mouth and blow it ~~for~~ from mouth, nose or ears. It is common knowledge that cigarette is very dangerous. Why?

First, smoke breaks the lung and other organs. This is for active smokers, while for people around smokers or we called passive smokers, the effects cigarette are more ~~dangerous~~ dangerous because cigarette has dangerous element.

Second, smoking makes addiction. Where the active smokers usually feel depressing when they forget their cigarette, they will get dizzy and stress. If they ~~don't~~ have it, then cigarette are dangerous for the earth because can break the forest. Fresh air created by plants and the waste is so long for merge with the earth also, there is some easier about fire because of smoking, specially in country where the land is dry.

Smoking also makes many types of crime. Example, child stealing the money of his mom to buy cigarette they are blinded by cigarette and they burn the money of their ~~par~~ parents.

I think, there is no reason why smoking be the good thing. The factory at cigarette say in cigarette the smoking can kill you. This means who smoke can't reading.

So, my advice is, stop and avoid smoking because very difficult to stop it.

C : 30
C : 19
V : 19
L : 22
M : 9
99

2. The Lowest Score

INSTRUMENT FOR POST TEST

Name : Muhammad Roris P

Class : XI 2

Instruction!

Write an exposition text about The Dangerous of Smoking by your own knowledge. Use the following questions to help you.

1. What is the definition?
2. What is the disadvantages of smoking?
3. What is your opinion about The Dangerous of Smoking?

People love smoking, everywhere is smoking but it's dangerous.

Smoking make us be bad, like we can not live forever ~~becau~~ because ~~sm~~ smoking.

Smoking have many bad result, for health, for wallet, and for earth.

C : 13

O : 10

V : 7

W : 6

M : 1

37

APPENDIX 14

THE POST-TEST RESULT OF CONTROL CLASS

1. The Higher Score

INSTRUMENT FOR POST TEST

Name : Irach Adhuna

Class : XI MIA 1

Instruction!

Write an exposition text about The Dangerous of Smoking by your own knowledge. Use the following questions to help you.

1. What is the definition?
2. What is the disadvantages of smoking?
3. What is your opinion about The Dangerous of Smoking?

The Dangerous of smoking

Smoking is one of the bad habit in live. smoking not only the habit of man women also smoke. The use cigarette to smoke everywhere they want. smoking is very bad and dangerous.

First, smoking makes population in the air. It makes our oxygen blend with the bad element.

The, smoking makes unhealthy body. It have the effect to our lungs. It makes the lungs be black if we spend many cigarette day by day.

The last, smoking can make us poor. Now one pack of cigarette start from Rp. 10.000, and there is the cigarette pack Rp. 40.000. a man can spend one pack cigarette maximaly in 2 days. Now about 1 month,

So, smoking is very danger, for us and also for the country.

C : 27

O : 20

V : 18

X : 21

77 : 9

90

2. The Lowest Score

INSTRUMENT FOR POST TEST

Name : Dea Navita Rambe

Class : X MIA 1

Instruction!

Write an exposition text about The Dangerous of Smoking by your own knowledge. Use the following questions to help you.

1. What is the definition?
2. What is the disadvantages of smoking?
3. What is your opinion about The Dangerous of Smoking?

Smoking is very bad. We can smoking very always

Smoking have many disadvantages. One is make polusion in the area. Smoking also bad for body and vor ~~an~~ everyone. Cause smor king have the bad in it.

So, stop smoking

C : 13

O : 11

V : 2

L : 5

M : 2 +

39

APPENDIX 15

DOCUMENTATION

1. Pre-Test Eksperimental Class



2. Pre-Test Control Class



3. Treatment Eksperimental Class



4. Treatment Control Class



5. Post-Test Eksperimental Class



6. Post-Test Control Class



7. Observation





APPENDIX 16

RESEARCH PERMISSION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 2026 /Un.28/E.1/TL.00/05/2023
Lampiran :-
Hal : Izin Penelitian
Penyelesaian Skripsi.

16 Mei 2023

Yth. Kepala MAS KHA Dahlan Sipirok

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Rabiatul Jamilah
Nim : 1920300109
Fakultas : Tarbiyah Dan Ilmu Keguruan
Program Studi: Tadris Bahasa Inggris
Alamat : Pakantan, Mandailing Natal

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Efec of Problem Based Learning Method to Writing Exposition Text Ability at The XI Grade students of MAS KHA. Dahlan"

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan
Wakil Dekan Bidang Akademik



Dr. Lis Yulianti Syafrida Siregar, S.Psi., MA
NIP 19801224 200604 2 001

APPENDIX 17

وما كان المؤمنون لينتفخوا في الدين لينتفخوا في الدين لينتفخوا في الدين (التوبة: ١٢٢)

**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH TAPANULI SELATAN
(MAS KHA. DAHLAN SIPIROK)**

NSM : 131212030001 NPSN. 10263675 Akreditasi " A"
Jl. Lobu Tanjung Baringin Desa Kampung Setia Kec.Sipirok Kab. Tapanuli Selatan
Provinsi Sumatera Utara Kode Pos 22742 e-mail. maskha.dahlan@yahoo.co.id

Plagam Pendirian
No.1899/II-47/SU-62/1978

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN
Nomor: 15/KET/III.4.AU/F/2023

Yang bertanda tangan dibawah ini :

Nama : Ikhsan Bonar Pratama, S. Pd
NIP : -
Pangkat/Golongan : -
Jabatan : Kepala MAS KH. Ahmad Dahlan Sipirok

Dengan ini menerangkan bahwa :

Nama : Rabiatul Jamilah
NIM : 1920300109
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris

adalah benar telah mengadakan Penelitian di MAS KHA. Dahlan Sipirok mulai tanggal 18 Mei 2023 – 18 Agustus 2023 dalam rangka menyelesaikan Skripsi dengan Judul : "The Effec of Problem Based Learning Method to Writing Exposition Text Ability at The XI Grade students of MAS KHA. Dahlan"

Demikian Surat Keterangan ini diberikan, untuk dapat dipergunakan seperlunya.

Sipirok, 18 Agustus 2023
Kepala Madrasah,


Ikhsan Bonar Pratama, S. Pd

CURRICULUM VITAE



I. PERSONAL IDENTITY

1. Name : Rabiatul Jamilah
2. Reg. Number : 19 203 00109
3. Gender : Female
4. Place/Birth : Pakantan/ July 5th 2001
5. Religion : Islam
6. Address : Pakantan, Mandailing Natal
7. No. Hp : 081260121482
8. E-mail : rabiatuljamilah03@gmail.com

II. PARENT'S IDENTITY

1. Father
 - a. Name : Asbiran S.Pd
 - b. Job : Teacher
 - c. Address : Pakantan
 - d. No. Hp : 081269711585
2. Mother
 - a. Name : Esti Saridah S.Sos
 - b. Job : Housewife
 - c. Address : Pakantan
 - d. No. Hp : 081269711585

III. EDUCATIONAL BACKGROUND

1. Elementary School : SDN 250 Pakantan (2013)
2. Junior High School : MTsS KHA Dahlan Sipirok (2016)
3. Senior High School : MAS KHA Dahlan Sipirok (2019)
4. Institute : UIN Syekh Ali Hasan Ahmad Addary (2024)

APPENDIX 16



TITLE LEGALIZATION LETTER
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SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
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Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faksimile (0634) 24022

Nomor : B3219 /In.14/E.1/PP.009/10/2022

21 Oktober 2022

Lamp : -

Penhal : Pengesahan Judul dan Penunjukan Pembimbing Skripsi

Yth.

1. Rayendriani Fahmei Lubis, M. Ag. (Pembimbing I)
2. Sokhira Linda Vinde Rambe, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:


Nama : Rabiatul Jamilah
NIM : 19 203 00109
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of Problem Based Learning Method to Writing Exposition Text Ability at The XI Grade students of MAS KHA. Dahlan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik

Ketua Program Studi
Tadris Bahasa Inggris


Dr. Lis Yulianti Syafrida, S.Psi., M.A
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Riti Ravani Siregar, M.Hum.
NIP 19820731 200912 2 004

APPENDIX 17

RESEARCH PERMISSION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
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Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik



Dr. H. Ulanti Syafri Siregar, S.Psi., MA
NIP 19801224 200604 2 001

APPENDIX 18

RESEARCH REPLAY LETTER



Piagam Pendidikan
No.1899/III-47/MSU-62/1978

وسكان المزمون ليدفروا MAS فلو لا نفرمن كل فرقة منهم طائفة ليتفخروا في الدين لينذروا قومهم اذا رجعوا اليهم لعلهم يحذرون (التوبة: 122)
MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH TAPANULI SELATAN
(MAS KHA. DAHLAN SIPIROK)

NSM : 131212030001 NPSN. 10263675 Akreditasi " A"
Jl. Lobu Tanjung Baringin Desa Kampung Setia Kec.Sipirok Kab. Tapanuli Selatan
Provinsi Sumatera Utara Kode Pos 22742 e-mail. maskha.dahlan@yahoo.co.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Nomor: 15/KET/III.4.AU/F/2023

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Dengan ini menerangkan bahwa :

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Demikian Surat Keterangan ini diberikan, untuk dapat dipergunakan seperlunya.

Sipirok, 18 Agustus 2023
Kepala Madrasah,

Ikhsan Bonar Pratama, S. Pd