Developing Student Writing Skills in Exposition Text

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ABSTRACT

This study aims to find out the reasons why students find it difficult to master writing skills, especially in exposition text, and to find out how effective the application of the problem-based learning method is in improving students' ability to write exposition text. The data collection technique used in this research is a questionnaire technique. The questionnaire in this research was in the form of open questions. The form of the question is that the researcher makes a question with an alternative answer; this is done because later it is possible for respondents to provide answers that are different from the answers provided by the researcher. The instruments used in this study is a questionnaire grid of difficult explanatory tex. The researcher's method is based on educational online news sources that generally discuss students' inability to master the skill of writing expository texts. Data collection using online questionnaires distributed to writing classes. Th result of the initial state shows that student difficulties in mastering the skill of writing in expository are due to student's lack of understanding writing in expository texts, a lack of understanding of writing in expository text, a lack of interaction between teachers and students so that teachers apply teaching methods that are not accordance with the abilities of the students, and a lack of enthusiasm and interest in learning because they feel that the lesson of writing expository texts is less interesting and boring. Then the results of the problem-based learning solution show that the application of PBL can improve students ability to write exposition text well.

Keywords: Exposition text, writing, Students, Teacher, Mastery.

1. Introduction

Accordingto Suparno, Mohamad Yunus (PBSD 2008), writing skills are activities to convey messages using written language.Writing is a very complicated and rule-filled activity. The arrangement of words, clauses and sentences must be structured and systematic. One of the things that is closely related to writing skills is reading skills. By reading, students are able to have broad ideas or concepts of a problem to be written. After that, students must master the stages of writing to get good results.Writing activities certainly need to be balanced with student activity in establishing communication with teachers and peers. One of the indicators of writing success lies in the results of writing. For this reason, students must follow the teacher's writing procedures before, during, and after writing. The teacher's role is only as a class facilitator during the activity. In order to achieve the desired results, a learning model is needed that is fun and keeps the students' attention.

Depdiknas (2003:5) "Cooperative learning is a learning strategy through small groups of students who work together to maximize learning conditions to achieve learning goals". Slavin (Isjoni, 2011:15) "In cooperative learning methods, students work together in four member teams to master the material initially presented by the teacher". This means that cooperative learning is a learning model where the system of learning and working in small groups of 4-6 people collaboratively so that it can stimulate students to be more passionate about learning. The learning model allows students to be actively involved in the learning process. Thus, facilitators can easily invite students to learn while playing. However, not all learning models can be applied to all schools with different backgrounds.In reality, challenges arise when a teacher uses a dynamic learning model. Some may resort to conventional teaching methods such as lectures or oral instruction. This can impede students' progress in understanding and responding to the material. Essentially, the effectiveness of a learning model depends on the teacher's ability to create a comfortable learning environment for students. For example, when a student is working on a composition, the teacher must be able to adapt approaches to developing ideas or concepts and structuring the composition.

From here, we will implement a problem-based learning model in teaching expository writing. The reason is that this model significantly influences how students find solutions to problems. Expository writing is used to clarify and persuade readers about specific information. As a result, readers will consistently understand and comprehend the reading without having to ask others. The goal of PBL instruction is to guide students in formulating explanatory ideas derived from a given problem and to demand readers' comprehension. Therefore, the researcher will use the PBL learning model for middle school teachers in teaching expository writing skills. Problem-based learning (PBL) is an instructional strategy used by teachers that involves students in solving a problem.

2. Review of Literature

Literature regarding writing skills shows that writing is a complex and complicated activity (Mastan &Maarof, 2014: 2361). Fitriyanti & Setyaningtias (2017: 2) define writing as creating letters with a pen, includes the process of producing thoughts or feelings, and even involves reporting about an activity. The writing process has different stages according to several theories. McCrimmon (1972: 3) and Mccuen Metherell &Wincler (2009: 1-4) identify three stages: prewriting, writing, and rewriting. Grenville (2001: 190) and Sundem (2007: 42) provide a view that is divided into six or seven steps, including determining ideas, making an outline, and revising. Expository text, as a form of writing, has characteristics such as object descriptions, comparisons, and problem-solutions (Lewin, Fine, & Young, 2001: 4). Dalman (in Dwinuryati, Andayani, &Winarni, 2018: 61) explains that expository text aims to provide information, explain something, and present facts.

In the context of learning to write, problem-based learning (PBL) appears as a model that focuses on problem solving. N &Anugraheni (2017: 242) emphasize that PBL can develop students' creative thinking skills. The PBL stages involve setting questions or problems, interdisciplinary focus, authentic investigation, creating artifacts and exhibitions, and collaboration (Arends, 2012: 397).Although previous research highlights the effectiveness of cooperative learning models such as NHT and STAD (Kusumawati, H., &Mawardi, M., 2016: 251), the author wants to confirm the effectiveness of the PBL learning model in improving students' writing skills. This research presents a recent contribution in the context of developing writing skills through a problem-based learning approach.

3. Framework and Methodology

Quality of Material Understanding, evaluate the extent to which students understand the material. Are there any indications that students are still having difficulties and Effectiveness of the Learning Approach, review whether the use of the Problem Based Learning Approach has provided the expected results. Appropriate Group Division, consider whether group division, both in terms of number and heterogeneity, has a positive impact on the learning process. Strengthening Writing Skills, evaluate the extent to which students have improved their writing skills, especially in responding to expository texts.

Teacher-Student Interaction, pay attention to the interaction between the teacher and students. Are there certain aspects that could be improved. Assessment Process, how is the assessment process carried out? Are there adequate forms of formative and summative assessment? Student Participation, review the level of student participation in group activities and whether all students are actively involved. Improvement from Cycle to Cycle, explore whether there are positive changes from cycle to cycle in terms of mastery of the material and writing skills.

In the English language learning process with the problem based-learning approach, there are three stages. Stages 1 and 2 focus on learning activities, while stages 3 is for testing. The material involves analyzing the content and structure of expository texts, and students write popular scientific articles. Students are divided into heterogeneous groups, understanding the elements of expository texts, and completing both group and individual tasks. The activities conclude with the teacher and students summarizing the learning outcomes. In the first stage , the focus is on students' understanding of expository texts. The teacher uses the Problem Based Learning approach by dividing students into heterogenous groups. A preparation and group discussions are conducted to master the material. In the first stage test, an improvement in writing skills is evident. The third stages demonstrates excellent results, with 100% of student achieving learning mastery. The problem Based Learning model is increasingly effective, and skills improve. Reflections show consistent improvement from process to process.

The data collection technique used in this research is a questionnaire technique. The questionnaire in this study was in the form of open questions. The form of the question is that the researcher makes a question with an alternative answer, this is done because later it is possible for respondents to provide answers that are different from the answers provided by the researcher. The instrument used in this study is a questionnaire grid of difficulties in writing explanatory text.

The research method is based on educational online news sources that generally discuss students' inability to master the skill of writing expository texts. Data collection using online questionnaires distributed to writing classes.

4. Summary

Writing is a very complicated and rule-filled activity. The arrangement of words, clauses and sentences must be structured and systematic. One of the things that is closely related to writing skills is reading skills. By reading, students are able to have broad ideas or concepts of a problem to be written. After that, students must master the stages of writing to get good results. Writing activities certainly need to be balanced with student activity in establishing communication with teachers and peers. One of the indicators of writing success lies in the results of writing. For this reason, students must follow the teacher's writing procedures before, during, and after writing. The teacher's role is only as a class facilitator during the activity. In order to achieve the desired results, a learning model is needed that is fun and keeps the students' attention.

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