

Problem-Based Learning on the Abilities of Writing Argumentation Communications of Malay-Indonesia Department Students: a Study at Hankuk University of Foreign Studies South Korea

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Abstract: The aim of this research is to determine the effect of the problem-based learning model on the ability to write argumentative essays of Malay-Indonesian study program students in the 4th semester audio visual course. In this research, this research used a quasi-experimental method by conducting a pre-test and post-test in two groups. This type of experimental research method uses a nonequivalent control group design, where the experimental class is treated and the control class is not treated. This nonequivalent control group design is almost the same as the pretest and posttest control group design, only in this design the experimental and control groups are not chosen randomly. Data collection techniques use tests. Data analysis techniques start from the normality test, homogeneity test, and continue with hypothesis testing.research data,So that post-test or final test data was obtained which was then analyzed using a two-sided T test, giving results that students who were given problem-based learning model learning treatment experienced more improvement compared to students who were not given problem-based learning strategies. This means that it is in accordance with the proposed hypothesis and it can be concluded that there is a difference in the ability to write argumentative essays between students who are given a problem-based learning model and students who are not given a problem-based learning model.

Keyword: *The ability to write arguments .*

INTRODUCTION

Learning is an effort to improve oneself or change oneself through various processes and exercises, not an accidental event. Good study habits cannot be formed in a short time. However, it needs to be developed gradually. Good study habits are essentially a clear plan of learning activities and strong self-discipline to stick to what has been planned.

Education Unit Level Curriculum. Indonesian language learning aims to make students skilled in

the language and able to communicate both orally and in writing. Language skills are differentiated into four aspects of skills, namely listening, speaking, reading and writing skills. One of the four aspects of language is writing skills.

Writing skills are the skill of generating thoughts or ideas in writing. By writing, we can convey ideas or feelings in written form. Through writing we can express various kinds of expressions that we feel, such as feelings of happiness, sadness, disappointment, despair, giving up, regret or others.

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It is the expressions that we feel that we can put into an essay.

Writing is one of the four basic language skills (speaking, listening, writing and reading). Among other language skills, writing is a skill that not everyone can master, let alone writing in an academic context, such as writing essays, scientific papers, research reports, etc. so on Sulaeman (2021). Based on the theory above, it can be concluded that writing is a language skill that not everyone can master, because writing really requires ideas, ideas and concepts to be written so that they can be understood by readers. Writing is a language skill that is used to communicate indirectly, not face to face, with other people. As a form of language skill, writing is an activity that expresses ideas, thoughts and feelings to other people. Therefore, writing is a productive and expressive activity. Safii said (2021), "Writing is a kind of noble work that requires a creative and productive mind, because a review that starts from an idea from reading will become input for the reader.

Next comes the composing activity. According to Suparno (2012), "A composition essentially means expressing or conveying ideas using written language. Rides (2019) believes that "Composing is putting thoughts into written language through sentences that are put together completely, completely and clearly so that these thoughts can be communicated to the reader" (Saddhono, 2024). Based on this theory, it can be concluded that composing is expressing thoughts completely in written language so that they become clear sentences and can provide information to the reader. The way to write the writing is by making a series of good sentences that can be understood by the reader. A good essay is an essay that expresses clear ideas.

Next, the problem-based learning model. This learning model trains and develops the ability to solve problems that are oriented towards authentic problems from students' actual lives, to

stimulate high-level thinking abilities. The definition of the Problem Based Learning learning model or in Indonesian defined as problem-based learning is an effective approach for teaching high-level thinking processes. This learning helps students to process ready-made information in their minds and construct their own knowledge about the social world and its surroundings. Sulaeman (2019) states that problem-based learning is the use of various kinds of intelligence that are needed to confirm real world challenges, the ability to face something difficult, existing complexity.

According to Tan (2003) problem-based learning is an innovation in learning because in problem-based learning students' thinking abilities are truly optimized through a systematic group or team work process, so that students can empower, hone, test and develop their thinking abilities on an ongoing basis. In reality, not all teachers understand the concept of problem-based learning, either due to a lack of desire and motivation to improve the quality of science or because of a lack of system support to improve the scientific quality of teaching staff. Based on this, it is necessary to have in-depth study material about what and how Problem Based Learning is then applied in a learning process, so that it can provide input, especially to teachers regarding Problem Based Learning, which according to Tan (2003) is a learning approach that is relevant to the demands of the 21st century and generally to educational experts and practitioners who focus their attention on the development and innovation of learning systems.

Problem-Based Learning is a teaching model that is characterized by the existence of real problems as a context for students to learn critical thinking and problem-solving skills and acquire knowledge, problem-based learning is the development of a curriculum and teaching system that simultaneously develops problem-solving strategies and the basics of knowledge and skills by placing students in an active role as solvers of everyday problems that are not well structured.

METHODS

A research method is a method or procedure used to conduct research so that it is able to answer the problem formulation and research objectives. Research methods are basically a scientific way to collect data with specific purposes and uses. The scientific method means that research activities are based on scientific characteristics, namely rational, empirical and systematic. In the quantitative method, researchers used Quasi Experimental research with the Nonequivalent Control Group Design type. Nonequivalent Control Group Design. Researchers used two groups consisting of an experimental group that was treated using the Problem Based Learning Model and a control group that was not given conventional treatment. The selection of the experimental group and control group was not chosen randomly. Pretest results are good if the experimental group scores do not differ significantly.

Data collection techniques commonly used in research use interview, questionnaire and observation techniques. Meanwhile, tests are measurements that have been planned by lecturers to see the extent of each student's abilities with predetermined objectives. The tests used by researchers in this study were essay tests.

FINDINGS AND DISCUSSION

Data Analysis Requirements Testing

The normality test is a test to find out whether the data obtained comes from a sample with a normal distribution or not. In this research, the normality test used was the Lilliefors test. Based on the research data, the normality test from the experimental class and control class pretests, the following calculations were obtained:

Table 1: Lilliefors Normality Test Calculation Results

Class	Pre-test	Post-test	Lt	Information
	Lh	Lh		
Experiment	-0.052	0.0531	0.166	Normal
Control	-0.585	-0.115	0.166	Normal

Based on the table above, it can be seen that Lh, from both classes is less than Lt, therefore it can be concluded that the data is normal. Once it is known that the two samples have a normal distribution, the next step is to carry out a homogeneity test, which in this study uses the Fisher-Test to test homogeneity. This test is carried out to determine

whether the data distribution comes from a homogeneous or inhomogeneous population. This can be determined by dividing the largest variance by the smallest variance for each class, which is then compared with the F table at a significance level of 5% ($\alpha = 0.05$). Based on the calculation results, the following research results were obtained:

Table 2: Fisher Pretest Homogeneity Test Calculation Results

Class	Mark F_{hitung}	Mark F_{tabel}	Decision
Experiment-Control	0.63	1.95	<i>Homogeneous</i>

From the table above it can be seen that the value $F_{hitung} < \text{mark } F_{tabel}$ namely 0.63 < 1.95. Thus, it can be concluded that the pretest data or initial test of students' ability to write argumentative essays,

especially writing in the experimental class and control class, comes from a homogeneous population.

After it was discovered that the two samples, both the experimental class and the control class, were normally distributed, then a Homogeneity Test was carried out using Fisher's Test. The purpose of carrying out this Homogeneity Test is to find out whether the post-test data from the two classes come from a homogeneous population or not. As with pre-

test data, to find out the results of the Homogeneity Test, post-test data is done by dividing the largest variance by the smallest variance for each class, which is then compared with table F at a significance level of 5% ($\alpha = 0.05$). The results of homogeneity test calculations for post-test data can be seen in the following table:

Table 3: Fisher Post Test Homogeneity Calculation Results

Class	Mark F_{hitung}	Mark F_{tabel}	Decision
Experiment- Control	1.86	1.92	<i>Homogeneous</i>

From the table above it can be seen that the value $F_{hitung} < \text{mark } F_{tabel}$ namely 1.86 < 1.92. Thus, it can be concluded that the post-test or final test data on students' Indonesian writing skills, especially argumentative essays from the experimental class and control class, came from a homogeneous population.

Based on the results of the Pretest Data T-test calculation, both the experimental class and the control class have data that is normally distributed and comes from a homogeneous population, so the statistics used are parametric statistics. Hypothesis

testing for pretest data in this study used the T-test or difference between two means test which aims to find out whether there is a difference in the average score of students' initial writing skills between the experimental class and the control class. For the T test on pretest data, use a two-sided T test using the pooled variance model t-test formula at a significance level of 5% ($\alpha = 0.05$). The results of hypothesis testing calculations for pretest data can be seen in the table below:

Table 4: Pretest T-test Calculation Results

Class	Mark t_{hitung}	Mark t_{tabel}	Decision
Experiment- Control	-0.0063	2.0075	H_0 accepted

Based on the table above, it can be seen that the pretest research data was obtained $\text{mark } t_{hitung} < \text{mark } t_{tabel}$. Thus, in accordance with the proposed hypothesis, for the T test the pretest data can be concluded that it is accepted or it can be said that there is no difference in problem solving abilities in the ability to write argumentative essays between students between the control class and the experimental class. H_0

Post-test data T-test test because the prerequisite test for inferential statistics states that the post-test data for the experimental class and control class is normally distributed and comes from a homogeneous population, so it is the same as hypothesis testing on pre-test data, for post-test data

the hypothesis testing used is statistics parametric. This test uses the T-test or the difference between two means test which aims to find out whether there is a difference in the average score of students' speaking skills after being treated using the Problem Based Learning model learning strategy for the experimental class and the control class which was not treated. learning model Problem Based Learning model For the T test on pretest data, use a two-party T test using the pooled variance model t-test formula at a significance level of 5% ($\alpha = 0.05$). The results of hypothesis testing calculations for pretest data can be seen in the table below:

Table 5: Posttest T-test Calculation Results

Class	Markt _{hitung}	Markt _{tabel}	Decision
Experiment-Control	0.84	2.0075	H_1 accepted

Based on the table above, it can be seen that the pretest research data was obtained mark $t_{hitung} > markt_{tabel}$. Thus, in accordance with the proposed hypothesis, for the post-test data T test it can be concluded that it is accepted or it can be said that there is a difference in students' writing skills between the experimental class which was treated with the problem-based learning model and the control class students who were not given the problem-based learning model. H_1

Research Discussion

Based on the results of research analysis calculations of pre-test or initial test data from both the control class and the experimental class using a two-sided T test, it shows that the initial abilities of students in the 4th semester of the audio visual course in their ability to write argumentative essays in Indonesian, especially writing, are not significantly different at the level significance 5% ($= 0.05$). From the calculation results, the result was $= -0.0063$, while the value for a sample of 40 students was 2.0075. This means value $\alpha t_{hitung} t_{tabel} t_{hitung} < markt_{tabel}$. Thus, it can be said that students of the Malay-Indonesian study program in the 4th semester audio visual course in this study, class 4.A audio visual as the control class and students in class 4.B audio visual as the experimental class have the ability to write argumentative essays in Indonesian. on relatively the same writing material.

After being given treatment in learning activities, namely the experimental class was given learning using a problem-based learning model and the control class was given learning without using a problem-based learning model such as conventional learning activities (lectures) and questions and answers. So that post-test or final test data was obtained which was then analyzed using a two-sided

T test, giving results that students who were given problem-based learning model learning treatment experienced more improvement compared to students who were not given problem-based learning strategies. This can be seen from the calculation results, that mark $t_{hitung} > markt_{tabel}$ with gain $= 0.84$ while for $= 2.0075$. This means that it is in accordance with the proposed hypothesis and it can be concluded that there is a difference in students' ability to write argumentative essays between students who were given a problem-based learning model and students who were not given a problem-based learning model. $t_{hitung} t_{tabel}$

Several findings that can be seen from the research process show that learning with a problem-based learning model has increased more because the orientation of learning with a problem-based learning model is student activity, not just the answer or final result. Apart from that, learning with a problem-based learning model does not center on the lecturer as an educator, but rather gives students the freedom to express opinions on the problems presented. In problem-based learning, students are also presented with open-ended problems, so that students through discussions with their groups can be trained to solve problems using several methods or strategies that they consider correct. Therefore, students who received learning treatment using a problem-based learning model, their ability to write argumentative essays on writing material experienced a significant increase compared to classes treated with the conventional learning model (lecture). So that students in the experimental class, after being given treatment, can write argumentative essays well according to the structure of a good and correct argumentative essay

CONCLUSION

In this research, it can be concluded that the results of the pretest for the two classes before being given learning showed that t_{count} was $-0.0063 < 2.0084$ t_{table} , so H_0 was accepted, which means there was no difference in learning outcomes in students' argumentative essays before being given treatment using the problem-based learning model.

The results of the post-test in both classes after being given learning showed that t_{count} was $0.94 > 2.0084$ t_{table} , so H_0 was also accepted, which means there was no difference in students' argumentative essay learning outcomes before being given treatment using a problem-based learning model in class students' ability to write argumentative essays. audio visuals increased after participating in learning using the problem-based learning model. This increase can be seen from the change in the average value. In the experimental class the average increase was 87.18 included in the medium category. Meanwhile, in the control class the average increase was in the low category, namely 65.83. So it can be concluded that learning using a problem-based learning model can have a better influence on Indonesian language learning outcomes. The influence of the writing ability test score covers all aspects of the ability to write argumentative essays which are used as assessment criteria.

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