

**THE EFFECTIVENESS OF PROBLEM-BASED LEARNING  
ON ENGLISH WRITING PROFICIENCY AT 7<sup>th</sup> GRADE SMP  
NEGERI 1 KEJOBONG PURBALINGGA**



**AN UNDERGRADUATE THESIS**

**Submitted to the Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)  
Degree**

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**THE EFFECTIVENESS OF PROBLEM-BASED LEARNING ON ENGLISH  
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PURBALINGGA**

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## MOTTO

*“If you would be a real seeker after truth, it is necessary that at least once in your life you doubt, as far as possible, all things”*  
(René Descartes)



## DEDICATION

*I dedicate this thesis to:*

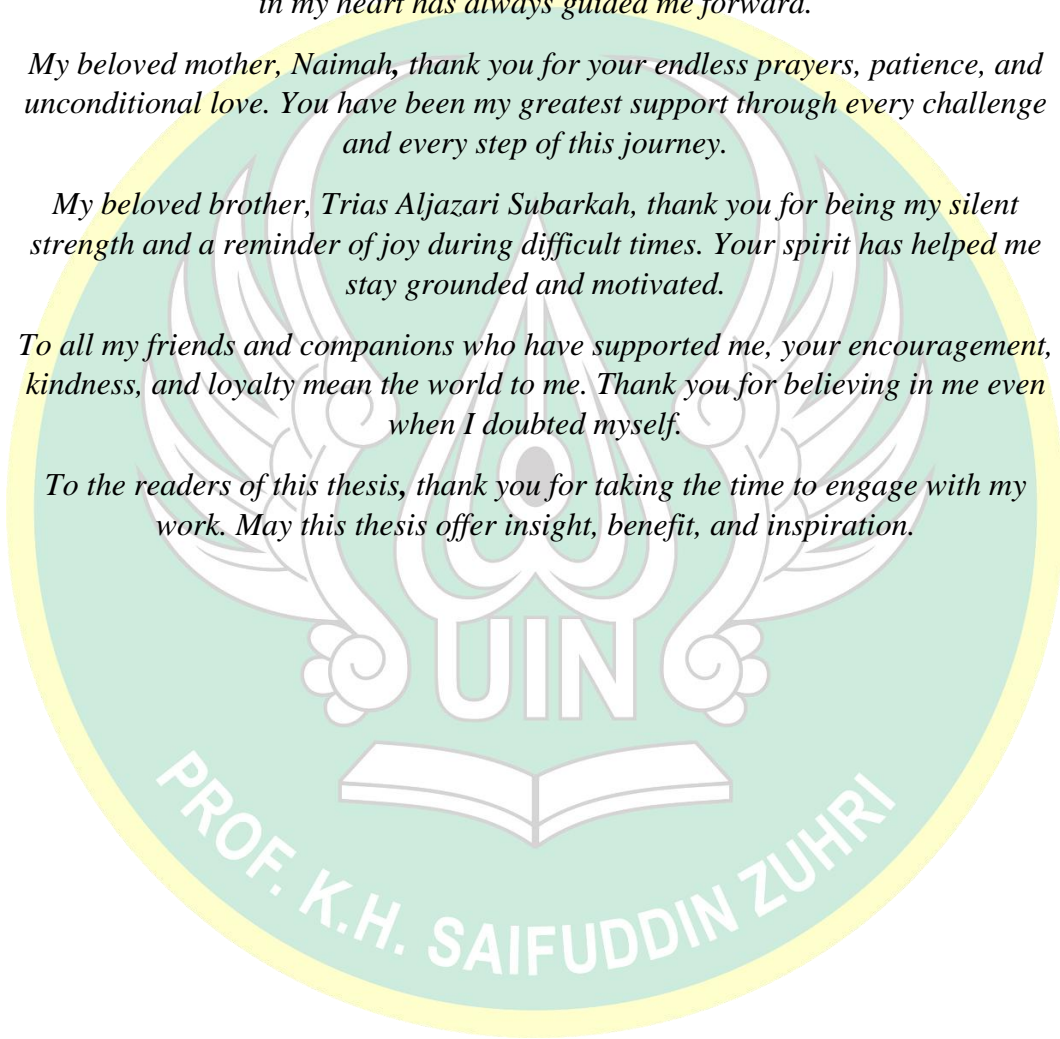
*My beloved father, Bambang Subarkah, thank you for your tireless efforts, your wisdom, and the values you've instilled in me. Your strength and sincerity have shaped the person I am today. Though the journey was never easy, your presence in my heart has always guided me forward.*

*My beloved mother, Naimah, thank you for your endless prayers, patience, and unconditional love. You have been my greatest support through every challenge and every step of this journey.*

*My beloved brother, Trias Aljazari Subarkah, thank you for being my silent strength and a reminder of joy during difficult times. Your spirit has helped me stay grounded and motivated.*

*To all my friends and companions who have supported me, your encouragement, kindness, and loyalty mean the world to me. Thank you for believing in me even when I doubted myself.*

*To the readers of this thesis, thank you for taking the time to engage with my work. May this thesis offer insight, benefit, and inspiration.*



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In the name of Allah, the most graceful, the most. Praise be to Allah, for blessing me with his mercy and guidance to finish this thesis entitled “The Effectiveness of Problem-Based Learning on English Writing Proficiency at 7<sup>th</sup> Grade SMP Negeri 1 Kejobong Purbalingga” could be completed.

This thesis presented as partial fulfillment of the requirement for obtaining the undergraduate degree from the Faculty of Tarbiya and Teacher Training of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto. The writer would like to express deep gratitude and appreciation to:

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5. Dr. Maria Ulpah, M. Si., Head of Tadris Department of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto.
6. Desi Wijayanti Ma'rufah, M. Pd., as the supervisor who guided me, gives advice, motivation, and support during the writing of this thesis and as Head of English Education Study Program in Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
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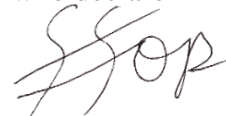
University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

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9. Miswadi Warsono S. Pd., M.Pd., as the headmaster of SMP Negeri 1 Kejobong, has given the writer permission to conduct research at this school.
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15. All of my classmates of TBI A 2018, who always supported and gave me the faith to get through the conditions during the research.
16. Everyone who has contributed and gave me support to finish this thesis.

Hopefully, this thesis can be useful for the readers. However, I realize that this thesis is far from perfect. Therefore, any criticisms and suggestions for the improvement of this thesis are greatly appreciated.

Purwokerto, 11 April 2025

I who declare



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**THE EFFECTIVENESS OF PROBLEM-BASED LEARNING  
ON ENGLISH WRITING PROFICIENCY AT  
7<sup>th</sup> GRADE SMP NEGERI 1 KEJOBONG PURBALINGGA**

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**ABSTRACT**

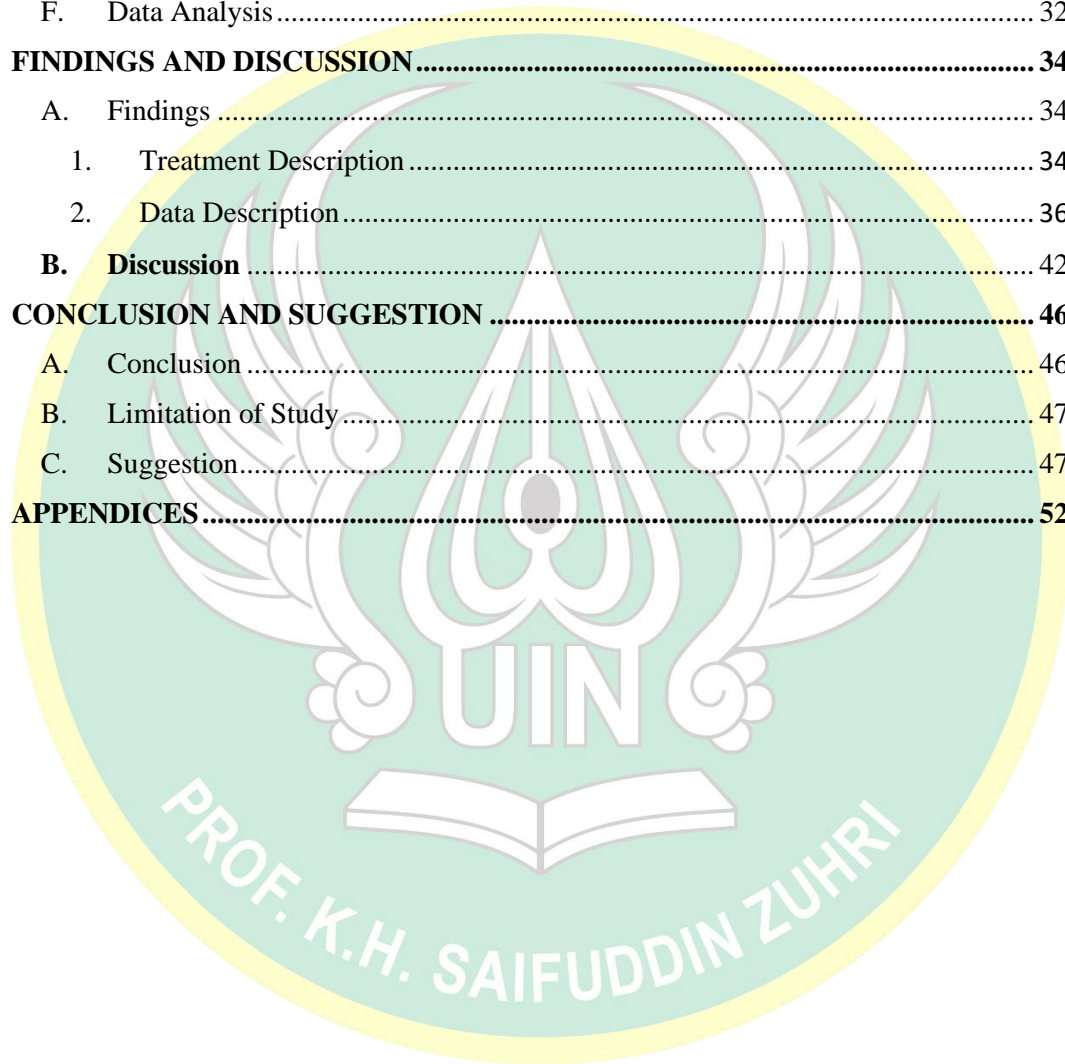
This study aimed to examine the effectiveness of Problem-Based Learning (PBL) in improving English writing proficiency among 7th-grade students at SMP Negeri 1 Kejobong. Employing a quasi-experimental design, the research involved two groups: an experimental group taught using PBL and a control group taught through conventional methods. Writing proficiency was measured through pre-tests and post-tests, focusing on three key indicators: content quality, organization, vocabulary usage, grammatical correctness, and mechanics. The results showed that the experimental group experienced a notable improvement, with the average post-test score increasing from 45.29 to 62.68. In comparison, the control group showed minimal change, with the average post-test score rising only slightly from 40.30 to 40.56. The normalized gain (N-Gain) analysis revealed a score of 0.30 for the experimental group and -0.07 for the control group. According to N-Gain classification, the result is categorized as not effective. However, the experimental group demonstrated greater progress in terms of writing quality, particularly in content development and vocabulary use, compared to the control group. Although the PBL implementation did not meet the minimum effectiveness threshold, it contributed positively to students' engagement and writing improvement. These findings suggest that Problem-Based Learning holds potential as an alternative instructional approach for teaching writing. Future applications of PBL are recommended to include longer treatment durations and additional scaffolding to enhance its overall effectiveness.

**Keywords:** *English Writing, Problem-Based Learning, Writing Proficiency*

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Writing proficiency is an important skill that supports students in expressing their thoughts and ideas clearly. Observations at SMP Negeri 1 Kejobong show that most 7<sup>th</sup> grade students are still in the early stages of developing their writing abilities. While they have demonstrated basic skills, challenges remain in areas such as content quality, organization, vocabulary usage, grammatical correctness, and mechanics. This condition suggests the need for more effective and student-centered learning strategies to support their ongoing progress. Without strong writing skills, students may struggle with academic tasks such as summarizing texts, constructing arguments, and presenting ideas in a structured manner.<sup>1</sup>

One contributing factor to this condition is the continued use of conventional teaching methods that may not fully capture students' interest. Traditional approaches often focus on memorization and grammatical accuracy, which, while important, can sometimes make the writing process feel less dynamic and engaging. These methods may offer limited opportunities for students to develop critical thinking and creativity in their writing. Consequently, some students may find it difficult to stay motivated and show significant improvement in their writing skills. Traditional teacher-centered approaches often fail to cultivate problem-solving and independent thinking skills, which are essential in developing writing proficiency.<sup>2</sup>

Another factor that may influence students' writing proficiency is their tendency to feel anxious about making mistakes. This sense of worry, particularly regarding grammar usage, often affects their confidence when

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<sup>1</sup> Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press.

<sup>2</sup> Barrows, H. S. (1986). *A Taxonomy of Problem-Based Learning Methods*. *Medical Education*, 20(6), 481–486.



writing. As a result, students may become reluctant to try out new vocabulary, explore varied sentence structures, or express ideas more freely. This hesitation can limit their creativity and lead to writing that lacks fluency and variation. Savery explains that students in traditional learning environments often develop a fixed mindset, where they avoid challenges rather than embracing them as opportunities for growth.<sup>3</sup>

Addressing these challenges requires the implementation of innovative teaching strategies that can foster greater student motivation and involvement in writing activities. One such effective approach is Problem-Based Learning (PBL), which emphasizes learner-centered instruction. Through this method, students are encouraged to collaborate in groups to explore and resolve real-world issues, a process that nurtures critical thinking, self-directed learning, and active classroom participation. Studies by Jumariati and Sulistyono have demonstrated that PBL fosters creativity and critical thinking in writing by allowing students to construct their own understanding through collaborative problem-solving.<sup>4</sup>

Several studies have highlighted the effectiveness of Problem-Based Learning (PBL) in enhancing writing skills. For example, Wulandari and Hastini emphasized that PBL, when combined with practical activities such as writing procedural texts, makes learning more engaging and relevant for students.<sup>5</sup>

Furthermore, PBL is particularly effective in teaching descriptive texts as it guides students through structured learning phases, helping them develop essential writing skills while achieving the expected learning outcomes. By implementing PBL, SMP Negeri 1 Kejobong can enhance students' writing proficiency and provide meaningful learning experiences. Research by Savery

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<sup>3</sup> Savery, J. R. (2006). *Overview of Problem-Based Learning: Definitions and Distinctions*. *Interdisciplinary Journal of Problem-Based Learning*, 1(1), 9-20.

<sup>4</sup> Jumariati, J., & Sulistyono, G. H. (2017). *Problem-Based Writing Instruction: Its Effect on Students' Skills in Argumentative Writing*. *Arab World English Journal*, 8(4), 243-257.

<sup>5</sup> Wulandari, R. S., & Hastini, H. (2024). *Enhancing Writing Proficiency through Problem-Based Learning: A Case Study in Indonesian Secondary Schools*. *Journal of Educational Research and Innovation*, 12(2), 130-145.

(2006) supports this, stating that PBL environments encourage students to engage in deep learning by applying their knowledge in practical contexts.

Additionally, PBL promotes collaborative learning, which helps students overcome their fear of making mistakes. When working in groups, students are more likely to discuss and refine their ideas before writing, reducing anxiety and improving confidence. This aligns with Barrows in 1986, who found that cooperative learning in PBL classrooms enhances both academic performance and interpersonal communication skills.<sup>6</sup> By allowing students to develop their ideas collectively, PBL fosters a sense of ownership and motivation in their writing tasks.

Another advantage of PBL is that it encourages students to engage in self-directed learning, an essential skill for lifelong learning. Unlike traditional methods, which rely heavily on teacher-led instruction, PBL encourages students to take initiative in researching, planning, and revising their writing.<sup>7</sup> This independence helps students build resilience in facing writing challenges and fosters long-term improvements in their proficiency.

Problem-Based Learning (PBL) has never been implemented at SMP Negeri 1 Kejobong due to several reasons. Firstly, it is because teachers are accustomed to using conventional methods. Most teachers still rely heavily on lecture-based or drilling (practice exercises) methods. These approaches are considered faster for achieving curriculum completion, especially under the constraints of limited instructional time. In addition, the limitation of time and the tight curriculum schedule also contribute to the issue. The implementation of PBL requires more time compared to conventional methods. At a school like SMP Negeri 1 Kejobong, the dense teaching schedule and the pressure to meet curriculum targets often lead teachers to prefer more direct and efficient methods rather than project-based or problem-based approaches.

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<sup>6</sup> Howard S. Barrows, "A Taxonomy of Problem-Based Learning Methods," *Medical Education* 20, no. 6 (1986)

<sup>7</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002).

Considering that SMP Negeri 1 Kejobong has not yet implemented PBL, this study aims to analyze the impact of Problem-Based Learning on students' English writing proficiency. By examining the effectiveness of Problem-Based Learning, this study seeks to provide practical recommendations for integrating PBL into the English curriculum at SMP Negeri 1 Kejobong and similar educational institutions. The findings are expected to support educators in designing more effective writing instruction methods, ensuring that students develop the necessary skills to excel in academic and professional settings.

## **B. Operational Definition**

To establish a clear and structured foundation for this study, it is essential to define key concepts that underpin the research. This study focuses on evaluating the impact of Problem-Based Learning (PBL) on writing proficiency among 7th-grade students at SMP Negeri 1 Kejobong. A precise understanding of these concepts ensures consistency and clarity throughout the study. Therefore, this section provides definitions and explanations of Writing Proficiency and Problem-Based Learning (PBL) as the core elements of this research.

### **1. Writing Proficiency**

Writing proficiency can be understood as an individual's ability to produce written texts with a certain degree of accuracy and fluency. It involves multiple components such as correct grammar usage, appropriate vocabulary, well-structured sentences, logical organization, coherence of ideas, and clarity in expression. According to Richards and Renandya in 2002 in their book "Methodology in Language Teaching", writing is described as a complex process that involves generating ideas, organizing them, and expressing them in the form of a text with proper structure and

grammar.<sup>8</sup> This skill indicates how effectively a person can communicate thoughts, messages, and information through writing.

## 2. Problem Based Learning

In recent educational practice, there has been a growing emphasis on the use of innovative instructional strategies to improve student participation and academic achievement. One such approach is Problem-Based Learning (PBL), which centers on the exploration of real-life problems as a foundation for learning. Problem-Based Learning (PBL) as an educational concept was first developed by a professor at McMaster University, Canada, namely Howard S. Barrows in the 1960s. He initially applied PBL in medical education to train students to think more actively and critically when facing real medical cases. According to Barrows, PBL is a learning approach in which students learn through direct engagement with real-world problems that they must solve. Through this method, students are encouraged to actively investigate, gather relevant information, and develop solutions either individually or collaboratively. In Problem-Based Learning (PBL), the teacher acts as a facilitator who guides students in developing critical, collaborative, and creative thinking skills through problem-based investigation. This learning process involves identifying problems, gathering data, developing solutions, and evaluating results reflectively. With this approach, PBL not only enhances a deep understanding of concepts but also builds higher-order thinking skills that are useful in real life.

## C. Research Question

The research question formulated the problem as follows:

Is problem-based learning effective towards students' writing proficiency in SMP Negeri 1 Kejobong?

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<sup>8</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002).



## **D. Objective and Significance of the Research**

In educational research, it is essential to establish clear objectives and highlight the significance of the study to ensure its contribution to both theoretical and practical advancements. This study aims to examine the effectiveness of Problem-Based Learning (PBL) in enhancing students' writing proficiency at SMP Negeri 1 Kejobong. By implementing PBL-based activities, this research seeks to observe its impact on students' writing development over a specific period. Additionally, the study provides valuable insights for educators, researchers, and practitioners, contributing to the ongoing discussion on innovative teaching methodologies in language learning. The following sections outline the objectives of the study and its significance for various stakeholders.

### **1. Objectives of the Research**

The objective of this study is to implement a pedagogical approach in problem based learning for English writing proficiency at SMP Negeri 1 Kejobong and to observe its impact on students' writing skills over a specific period. Through the application of problem-based learning activities, the researcher aims to assess how students' writing proficiency and abilities develop and improve when engaged in problem based tasks. By closely monitoring and analyzing students' writing progress, this study seeks to provide empirical evidence on the effectiveness of problem based learning as a teaching method for enhancing students' writing proficiency.

### **2. Significance of the Research**

#### **a. For the Writer**

For the writer, this study is meaningful as it contributes to the advancement of insights in the area of language education. Through the investigation of Problem-Based Learning (PBL) and its impact on students' writing skills, the researcher gains broader knowledge about the possible benefits and pedagogical applications of the approach. Furthermore, conducting this research helps the writer to build expertise in the use of PBL as a teaching strategy,

which supports both academic development and future professional growth.

b. For the Teacher

This study provides meaningful benefits for educators, particularly those teaching at SMP Negeri 1 Kejobong and schools with similar contexts. By exploring the influence of Problem-Based Learning (PBL) on students' writing abilities, the findings present valuable perspectives and actionable recommendations that can support teachers in refining their instructional practices. The results of this research may encourage teachers to use more engaging and student-centered approaches in the classroom, while also promoting a collaborative and supportive learning atmosphere. In addition, the results of this research may assist teachers in gaining a clearer understanding of the potential benefits as well as the challenges that might arise when implementing PBL. It also offers practical strategies that can be applied to support the improvement of students' writing proficiency.

c. For the Readers

This study also holds relevance for a wider audience, such as scholars, educators, and researchers in the domain of language education. The findings provide insightful reflections on the potential effectiveness of Problem-Based Learning (PBL) in enhancing students' writing abilities. Through this study, readers may gain a deeper understanding of both the advantages and possible limitations of applying PBL in classroom settings, along with its influence on students' broader language learning experiences. Furthermore, this work enriches the existing literature in language education and may serve as a useful foundation for future studies exploring various instructional strategies aimed at improving students' writing and overall language proficiency.

## **E. Organization of the Paper**

To maintain clarity and coherence in presenting this research, the researcher has developed a structured outline to guide the organization of the study. The arrangement of this framework is presented as follows:

The initial section comprises the title page, statement of authenticity page, endorsement page, advisory service memorandum page, motto page, presentation page, abstract page, preface, table of contents, and list of attachments.

The subsequent part entails a thorough exploration of the main research problems, presented in the form of chapters I to chapter V, which are as follows:

Chapter I provides an introduction, encompassing the background of the study, operational definition, research questions, objectives, and significance of the research, review of relevant studies, literature review, research methods, and an overview of the investigation's structure.

Chapter II delves into the theoretical foundation, consisting of two parts: the first involves a review of relevant studies, while the second focuses on the theoretical aspects of writing proficiency and Problem-Based Learning.

Chapter III delineates the research methods, addressing four key aspects: the types of research, data sources, data collection techniques, and data analysis techniques.

Chapter IV offers a detailed analysis of the research data and presents a comprehensive explanation of the answers to the formulated research questions.

Chapter V encompasses the closing segment, comprising the conclusion and recommendations provided by the researcher.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

In conducting this study, it is essential to establish a strong theoretical foundation that supports the research focus. The theoretical framework serves to provide a clear understanding of the key concepts and principles underlying the investigation.

This chapter discusses two major theoretical components relevant to the study: Writing Proficiency and Problem-Based Learning (PBL). Writing proficiency is examined to understand the nature, components, and assessment of students' writing skills, which are the primary focus of this research. Meanwhile, Problem-Based Learning is reviewed as the instructional approach utilized in this study to enhance students' writing abilities.

Both theories are interconnected and serve as the foundation for formulating the research problem, designing the instructional treatment, and interpreting the findings. Thus, a thorough discussion of these two theoretical areas is essential for ensuring the coherence and academic rigor of the research.

##### 1. Writing Proficiency

###### a. Definition of Writing Proficiency

Writing proficiency refers to the ability of students to express their ideas clearly and coherently in written form. It involves multiple aspects, including grammar, vocabulary, organization, coherence, and fluency.<sup>9</sup> Writing is considered a productive skill that requires cognitive and linguistic competence, making it a complex yet essential aspect of language learning. According to Richards and Renandya in 2002, writing proficiency is not only about grammatical correctness but also

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<sup>9</sup> Ken Hyland, *Second Language Writing* (Cambridge: Cambridge University Press, 2003), 5.



about effective communication and organization of ideas in a structured manner.<sup>10</sup>

Writing proficiency as the ability to compose effective and accurate written texts, demonstrating the writer's competence in organizing ideas, applying correct grammar and syntax, and using an appropriate style for the intended audience. This includes not only linguistic accuracy but also the logical flow and coherence of ideas in the text.<sup>11</sup> Based on this understanding, the assessment of students' writing proficiency in this study focused not only on grammatical accuracy but also on their ability to organize ideas logically and maintain coherence throughout the text. These elements were crucial indicators to evaluate the effectiveness of the Problem-Based Learning approach implemented.

Writing proficiency as the capacity to produce texts that meet the communicative needs of the writer, focusing on both content and structure. It is essential that writing proficiency not only adheres to the grammatical and syntactical norms but also effectively communicates complex ideas, with attention to genre conventions and contextual appropriateness.<sup>12</sup> In line with this perspective, this study assessed students' writing not only through linguistic features but also by examining their ability to convey ideas clearly and appropriately according to the characteristics of descriptive texts. Emphasizing both form and communicative function was crucial to ensure a comprehensive evaluation of writing proficiency.

Various scholars have offered definitions of writing proficiency in academic discussions. One definition views writing proficiency as the ability to produce written texts that fulfill certain communication goals

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<sup>10</sup> Jack C. Richards dan Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 303.

<sup>11</sup> Harris, M. (2003). *Teaching writing in the primary grades: A practice-based guide*. Cambridge University Press.

<sup>12</sup> Flowerdew, J. (2000). *Academic Discourse: A Critical Introduction*. Longman.

and meet accepted standards of quality within specific social and cultural contexts. This highlights how writing proficiency is not only about the technical aspects of writing but also about understanding the purpose, audience, and cultural expectations related to the text.<sup>13</sup>

Likewise, Bachman and Palmer (2010) define writing proficiency as the ability to create written texts that are appropriate for the intended audience and purpose, are logically organized, and follow the rules and norms of written language. This definition points out the importance of clear structure, coherence, and proper use of language in evaluating someone's writing ability.<sup>14</sup> Therefore, students' writing proficiency was evaluated based on their ability to organize ideas logically, use appropriate language structures, and address the communicative purpose of the descriptive text. Following Bachman and Palmer's criteria ensured that the assessment captured both the technical accuracy and the communicative effectiveness of the students' writing.

These conceptual definitions emphasize the fundamental aspects of writing proficiency, such as the ability to communicate ideas effectively, use language appropriately within context, maintain coherence, and follow standard language rules. Writing proficiency extends beyond technical accuracy, it also involves the capacity to deliver clear meaning, capture the reader's interest, and fulfill the demands of particular writing assignments.

b. Importance of Writing Proficiency

Writing proficiency is crucial for academic success and professional development. In an educational setting, it helps students articulate their understanding of various subjects, develop analytical

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<sup>13</sup> Cumming, A. (2016). *Assessing writing*. Cambridge University Press.

<sup>14</sup> Bachman, L. F., & Palmer, A. S. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world*. Oxford University Press.

skills, and present arguments effectively.<sup>15</sup> Considering this perspective, this study emphasizes the need to cultivate students' writing skills early on. Through Problem-Based Learning, students are encouraged not only to practice writing but also to organize their ideas, develop logical reasoning, and present their thoughts coherently, which are essential abilities for future academic and professional success. Additionally, writing proficiency plays a vital role in higher education and employment, where clear communication is highly valued. Writing is an essential skill that enhances cognitive development and allows individuals to express their thoughts systematically.<sup>16</sup> Enhancing students' writing proficiency from an early educational level is critical. By employing Problem-Based Learning as an instructional approach, this research aims to lay a strong foundation for students' future academic and professional communication skills.

c. Objective of Writing Proficiency

The primary objective of writing proficiency is to enable students to develop the ability to communicate their thoughts, arguments, and ideas effectively. Writing should aim to enhance clarity, coherence, and cohesion in communication.<sup>17</sup> Strong writing skills also contribute to the development of learners' critical thinking, problem-solving abilities, and creativity. These skills are essential in academic settings, where students are expected to produce well-structured essays, reports, and research-based writings.

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<sup>15</sup> Steve Graham dan Dolores Perin, *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools* (Washington, D.C.: Alliance for Excellent Education, 2007), 3.

<sup>16</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed. (Harlow: Pearson Longman, 2007), 112.

<sup>17</sup> I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), 114.

#### d. Writing Process

The writing process consists of several stages, including prewriting, drafting, revising, editing, and publishing.<sup>18</sup> Prewriting involves brainstorming ideas, while drafting focuses on organizing thoughts into a structured format. Revising and editing ensure clarity and grammatical accuracy, and the final step is publishing or sharing the writing piece. Research by Brown in 2001 suggests that following a structured writing process helps students improve coherence and organization in their writing.<sup>19</sup> The implementation of Problem-Based Learning naturally incorporated a structured writing process, where students moved systematically from problem identification to idea development and text organization. This alignment with Brown's recommendation was expected to foster improvements in the coherence and logical flow of students' descriptive texts.

#### e. Assessing Writing

Writing assessment plays a critical role in evaluating students' proficiency and identifying areas for improvement. According to Weigle in 2002, writing assessment can be conducted using various methods, including rubrics, peer reviews, and teacher feedback.<sup>20</sup> Effective writing assessment should measure aspects such as coherence, fluency, grammar, and content development. Research suggests that formative assessment, such as self-assessment and peer feedback, enhances students' writing skills and autonomy.

### 2. Problem-Based Learning

#### a. Definition of Problem-Based Learning

Problem-Based Learning (PBL) is a student-centered instructional approach that engages students in solving real-world

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<sup>18</sup> Linda Flower dan John R. Hayes, "A Cognitive Process Theory of Writing," *College Composition and Communication* 32, no. 4 (1981): 365–387.

<sup>19</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (White Plains, NY: Longman, 2001), 336.

<sup>20</sup> Sara Cushing Weigle, *Assessing Writing* (Cambridge: Cambridge University Press, 2002), 11.



problems as a means of learning.<sup>21</sup> Instead of traditional lecture-based instruction, PBL allows students to explore and develop knowledge through inquiry, discussion, and collaboration. Savery in 2006 defines PBL as a method that encourages students to think critically, work independently, and construct knowledge based on problem-solving experiences.<sup>22</sup> In this study, Savery's concept of PBL was operationalized by designing writing tasks that required students to engage in problem-solving activities independently and critically. Through this approach, students were expected to build their writing skills not by passive reception of knowledge, but by actively constructing ideas and expressing them coherently in written form.

Problem-Based Learning (PBL) is among the various instructional strategies applied by teachers to support and enhance the learning experience in the classroom. Problem-Based Learning, often referred to as PBL, is likely familiar to educators or teachers, and some may have even applied it in their classroom practices. PBL, is a systematic form of learning activity that applies 21st-century skill concepts, where teachers act as learning facilitators, and students are required to think critically and creatively to solve problems innovatively.<sup>23</sup> This definition highlights the relevance of PBL in today's educational context, particularly in promoting higher-order thinking skills. In the context of this research, PBL is expected to empower students not only to develop their writing skills but also to foster critical and creative thinking as essential components of effective communication. In its application, students work in groups and collaborate to find solutions using concepts understood by each

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<sup>21</sup> Howard S. Barrows, "A Taxonomy of Problem-Based Learning Methods," *Medical Education* 20, no. 6 (1986): 481–486.

<sup>22</sup> John R. Savery, "Overview of Problem-Based Learning: Definitions and Distinctions," *Interdisciplinary Journal of Problem-Based Learning* 1, no. 1 (2006): 9–20.

<sup>23</sup> Mayasari, L., Arifudin, O., & Juliawati, E. (2016). "Apakah Model Pembelajaran Problem Based Learning dan Project Based Learning Mampu Melatihkan Keterampilan Abad 21?" *Jurnal Pendidikan*, 1(1), 1-10.

student.<sup>24</sup> This collaborative process is essential in PBL because it encourages peer learning, communication skills, and the synthesis of diverse perspectives. In this study, collaboration among students is anticipated to enhance their writing performance by allowing them to share ideas, negotiate meanings, and refine their written expressions collectively. The opening questions or problems presented must be related to the competencies to be achieved and should engage students, allowing their thoughts to be expressed.<sup>25</sup> In this research, the problems introduced during the PBL sessions were carefully designed to align with the students' writing objectives. By engaging students with meaningful questions, it was expected that they would be motivated to express their ideas more actively and develop their writing skills more naturally. Thus, the problems focus on the content skills to be developed in addressing issues and can be reapplied when encountering future problems.<sup>26</sup> In the context of this research, focusing on content skills through PBL was intended to not only improve students' immediate writing performance but also to equip them with transferable writing strategies that could be applied in future academic tasks and real-world communication. This is because every teaching model aims to develop students' potential and skills, which can only be achieved if students actively think during the learning process.<sup>27</sup> PBL is one method that can be developed and combined with other teaching media to support PBL-

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<sup>24</sup> Umi Setyorini, S. E. Sukiswo, dan Bambang Subali, "Penerapan Model Problem-Based Learning untuk Meningkatkan Kemampuan Berpikir Kritis Siswa SMP," *Jurnal Pendidikan Fisika Indonesia* 7, no. 1 (2011): 52–56.

<sup>25</sup> Cindy E. Hmelo-Silver dan Howard S. Barrows, "Goals and Strategies of a Problem-Based Learning Facilitator," *Interdisciplinary Journal of Problem-Based Learning* 1, no. 1 (2006): 21–39.

<sup>26</sup> David H. Jonassen, "Supporting Problem Solving in PBL," *Interdisciplinary Journal of Problem-Based Learning* 5, no. 2 (2011): 95–119.

<sup>27</sup> Meita Fitrianawati dan Hartono, "Perbandingan Keefektifan PBL Berseting TGT dan GI Ditinjau dari Prestasi Belajar, Kemampuan Berpikir Kreatif, dan Toleransi," *Jurnal Riset Pendidikan Matematika* 3, no. 1 (2016): 55–65.

based learning, ensuring that learning objectives are effectively achieved.

Sugiharto and Haris in 2008 explained that the learning process using the PBL method begins with the presentation of a problem.<sup>28</sup> In the context of this research, the problem presented to the students served as a stimulus to encourage them to generate ideas and organize their thoughts into written forms. The initial problem not only provided a clear learning focus but also motivated students to actively engage in the writing process through exploration and discussion. The problem can be presented in the form of real patients, simulated patients, audiovisual materials, or scenarios. The problems chosen are typically those commonly encountered in practice settings or community health issues. According to Semerci in 2013, PBL is a form of active learning model that supports flexibility and creativity in learning.<sup>29</sup> Problem-Based Learning (PBL) is an instructional approach in which learners are presented with real-life problems, encouraging the development of essential skills such as problem-solving and deep understanding of the subject matter. The primary aim of this method is to build both conceptual knowledge and the ability to resolve issues effectively. Viewed from this angle, it becomes evident that problems serve as the core driver in Problem-Based Learning, functioning as the primary trigger for student learning activities. PBL is implemented in teaching because it guides students to actively address a problem introduced by the teacher, which then becomes the basis for collaborative exploration and discussion.

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<sup>28</sup> Sugiharto dan Haris, "Impact of Seven Jumps Technique in Teaching and Learning Network and Distributed Programming in Java," 2008.

<sup>29</sup> Semerci, Çetin. "The Effect of Problem-Based Learning on the Creative Thinking and Critical Thinking Disposition of Students in Visual Arts Education." *Interdisciplinary Journal of Problem-Based Learning* 10, no. 1 (2016): 1–17.

b. Objective of Problem Based-Learning

The main goal of Problem-Based Learning is to strengthen students' abilities in solving problems, encourage critical thinking, and promote independent learning. PBL aims to develop students' ability to analyze, synthesize, and apply knowledge in practical situations.<sup>30</sup> This method also fosters collaboration and teamwork, making it highly beneficial for academic and professional contexts.

c. Effectiveness of Problem-Based Learning in Educational Context

Numerous studies have highlighted the effectiveness of PBL in improving students' learning outcomes. Research by Hung, Jonassen, and Liu in 2008 found that PBL enhances students' engagement, retention of knowledge, and application of concepts in real-life situations.<sup>31</sup> In language learning, PBL has been shown to improve writing skills by encouraging students to actively participate in the learning process.

d. Stages of Problem Based Learning

According Hmelo-Silver in 2004 the PBL approach typically follows several stages:

- 1) Problem identification - Students recognize and understand the core problem that needs to be solved.
- 2) Information gathering - Students search for and analyze relevant information to gain a deeper understanding of the problem.
- 3) Solution development - Students design, evaluate, and test solutions based on the information gathered.

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<sup>30</sup> Henk G. Schmidt, Jerome I. Rotgans, dan Elaine H. J. Yew, "The Process of Problem-Based Learning: What Works and Why," *Medical Education* 45, no. 8 (2011): 792–806.

<sup>31</sup> Woei Hung, David H. Jonassen, dan Rude Liu, "Problem-Based Learning," dalam *Handbook of Research on Educational Communications and Technology*, ed. J. Michael Spector et al., 3rd ed. (New York: Lawrence Erlbaum Associates, 2008), 485–506.



- 4) Reflection - Students reflect on the learning process, assess the effectiveness of the solution, and identify improvements for the future.

These stages help students engage deeply with the material, collaborate effectively, and refine their problem-solving abilities.<sup>32</sup> The cyclical nature of PBL ensures continuous learning and adaptation to complex problems.

e. Advantage and Disadvantage of Problem Based Learning

Problem-Based Learning (PBL) provides various benefits, particularly in fostering students' critical thinking, improving their ability to solve problems, and encouraging independent learning. PBL offers numerous benefits, including enhanced student motivation, improved critical thinking skills, and better retention of knowledge.<sup>33</sup> When students are involved in solving authentic, real-life issues, they tend to gain a more meaningful comprehension of the concepts being studied, as they are required to actively explore, analyze, and construct solutions rather than passively receiving information. According to Hmelo-Silver, PBL fosters self-directed learning, collaboration, and adaptability, which are essential for lifelong learning. Additionally, this approach enhances students' motivation and engagement, as they take ownership of their learning process and apply knowledge in meaningful contexts.<sup>34</sup> The interactive and inquiry-based nature of PBL not only improves cognitive skills but also strengthens students' ability to communicate ideas effectively, making it a valuable instructional strategy in language learning.

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<sup>32</sup> Cindy E. Hmelo-Silver, "Problem-Based Learning: What and How Do Students Learn?" *Educational Psychology Review* 16, no. 3 (2004): 235–266.

<sup>33</sup> Geoffrey R. Norman dan Henk G. Schmidt, "Effectiveness of Problem-Based Learning Curricula: Theory, Practice and Paper Darts," *Medical Education* 34, no. 9 (2000): 721–728.

<sup>34</sup> Woei Hung, *Theory to Reality: A Few Issues in Implementing Problem-Based Learning*, *Educational Technology Research and Development* 59, no. 4 (2011): 529–552.

Despite its numerous benefits, it also has challenges, such as the requirement for well-trained facilitators and the time-intensive nature of problem-solving activities. Research by Kirschner, Sweller, and Clark in 2006 suggests that PBL may not be suitable for all learners, particularly those who require more structured instruction.<sup>35</sup> One of the main drawbacks is the increased demand on time and resources, as PBL requires careful planning, structured facilitation, and extensive guidance to ensure effective learning outcomes. Furthermore, students who are accustomed to traditional teacher-centered learning may initially struggle with the self-directed nature of PBL, finding it difficult to manage their learning process independently. Research also highlights that without proper scaffolding, students may become overwhelmed by complex problems, leading to cognitive overload and ineffective learning. Additionally, assessing students' performance in a PBL setting can be more challenging compared to traditional assessments, as learning outcomes are often process-oriented rather than solely based on final products.

## **B. Previous Studies**

Problem-Based Learning (PBL) is gaining recognition in the field of language education for its potential to improve students' abilities in writing. Many researchers have explored how PBL influences students' writing proficiency as well as their broader language development. A number of previous journal articles and studies are closely related to the topic of this research. The following section outlines the results and insights gathered from comparing those earlier studies.

1. The study conducted by Marita Uswatun Khasanah, Dias Andris Susanto, and Dwi Budi Rahayu in 2023, titled "Improving Students'

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<sup>35</sup> Paul A. Kirschner, John Sweller, dan Richard E. Clark, "Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching," *Educational Psychologist* 41, no. 2 (2006): 75–86.

Writing Skills in English Through the Problem-Based Learning Method in Senior High School," This study examines the use of Problem-Based Learning as an instructional strategy in both English as a Foreign Language (EFL) and English as a Second Language (ESL) classrooms. The findings indicate that the integration of Problem-Based Learning can contribute to the development of students' writing proficiency. The results suggest that this approach supports students in improving their writing performance. Moreover, the study adopts a quantitative approach through the implementation of Classroom Action Research (CAR), consisting of two cycles; Cycle I and Cycle II, to investigate learners' experiences and perceptions regarding the use of Problem-Based Learning.<sup>36</sup> The study conducted by Marita Uswatun Khasanah, Dias Andris Susanto, and Dwi Budi Rahayu (2023) differs from the current research in several aspects. First, the previous study employed a Classroom Action Research (CAR) design involving two cycles of implementation and reflection, whereas this research uses a quasi-experimental design with pre-test and post-test procedures. Second, the previous study aimed to improve students' general writing skills without specifying a particular genre, while this research specifically targets students' writing proficiency in producing descriptive texts. Lastly, the measurement of effectiveness in their study relied on ongoing improvements through multiple cycles, while this research evaluates effectiveness quantitatively using N-Gain analysis between the experimental and control groups.

2. The study conducted by Kharisma C. M. S. Setlight, Martha Betaubun, and Vicha Kartika in 2023, titled "A Model for Teaching Writing: Problem-Based Learning as an Alternative for EFL Students' Writing

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<sup>36</sup> Marita Uswatun Khasanah, Dias Andris Susanto, dan Dwi Budi Rahayu, "*Peningkatan Kemampuan Siswa Menulis Bahasa Inggris dengan Metode Problem Based Learning di Sekolah menengah Atas*," Prosiding Seminar Nasional PPG Universitas PGRI Semarang, 1, no. 1 (2023): 1098-1104.

Improvement," This study examines the implementation of Problem-Based Learning as an instructional method in the teaching of English as a Foreign Language (EFL). The results demonstrate that implementing this model led to noticeable improvements in students' ability to write explanatory texts. This research applies a quantitative approach in data collection, utilizing observation sheets to monitor both teacher and student activities. To evaluate students' writing development, explanation text writing tasks were implemented across both cycles. The findings indicated that Problem-Based Learning was effective in enhancing students' writing performance, as reflected by the increase in writing scores from 63.33% in the first cycle to 81% in the second cycle.<sup>37</sup> The study notable differences from the current research. While their study focuses on improving students' ability to write explanation texts, this research targets students' proficiency in writing descriptive texts. Additionally, their data collection relies heavily on observation sheets to monitor both teacher and student activities during two learning cycles, whereas this research employs a quasi-experimental design using pre-tests and post-tests to measure students' writing development quantitatively. Furthermore, while their research assesses students' progress across two iterative cycles, this study evaluates effectiveness based on the comparison between the experimental and control groups' writing scores through N-Gain analysis.

3. In 2022, Zuhrotun Nafisah, Tri Setianingsih, and Siti Syafi'atul Qomariyah conducted a research study titled "The Use of Problem Based Learning On Students' Writing Proficiency." The study aimed to measure the effect of Problem Based Learning on students' writing proficiency. This study employed an experimental method using a one-group pretest-posttest design. The participants in this research were 12<sup>th</sup>

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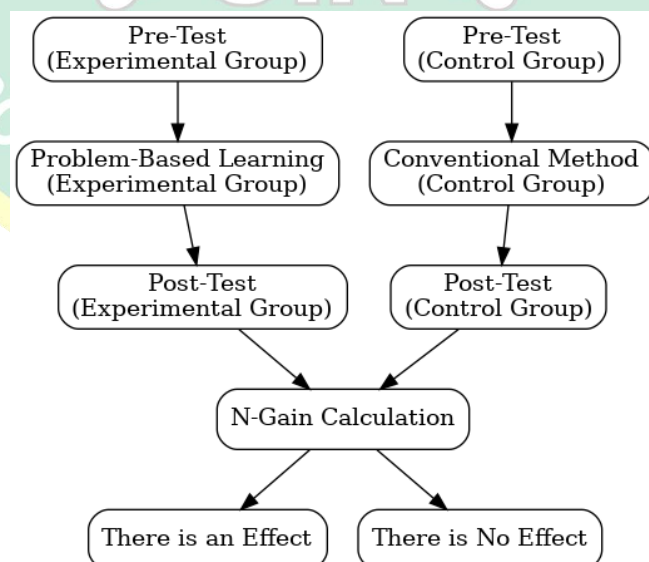
<sup>37</sup> Kharisma C. M. S. Setlight, Martha Betaubun, dan Vicha Kartika, "A Model for Teaching Writing: Problem-Based Learning as an Alternative for EFL Students' Writing Improvement," E-Clue: Journal of English, Culture, Language, Literature, and Education 11, no. 2 (2023): 210-235.



grade students enrolled at SMAN 1 Gunungsari. Utilizing a quantitative approach, the research findings indicated that problem-based learning proved to be an effective teaching method for enhancing students' writing proficiency. The results of the analysis indicate that a notable difference exists in the writing proficiency between students who received instruction through the Problem-Based Learning approach and those who were taught using conventional methods at SMAN 1 Gunungsari.<sup>38</sup> In their study, only a single group without a control group was used, while this research involves both an experimental and a control group. Additionally, their research examined writing proficiency in general, whereas this study specifically targets students' ability to write descriptive texts. Furthermore, they measured improvement by comparing pretest and posttest results within one group, whereas this research compares performance between two groups and applies N-Gain analysis to evaluate effectiveness.

### C. Conceptual Framework

The conceptual framework in this research is shown in diagram as follow:

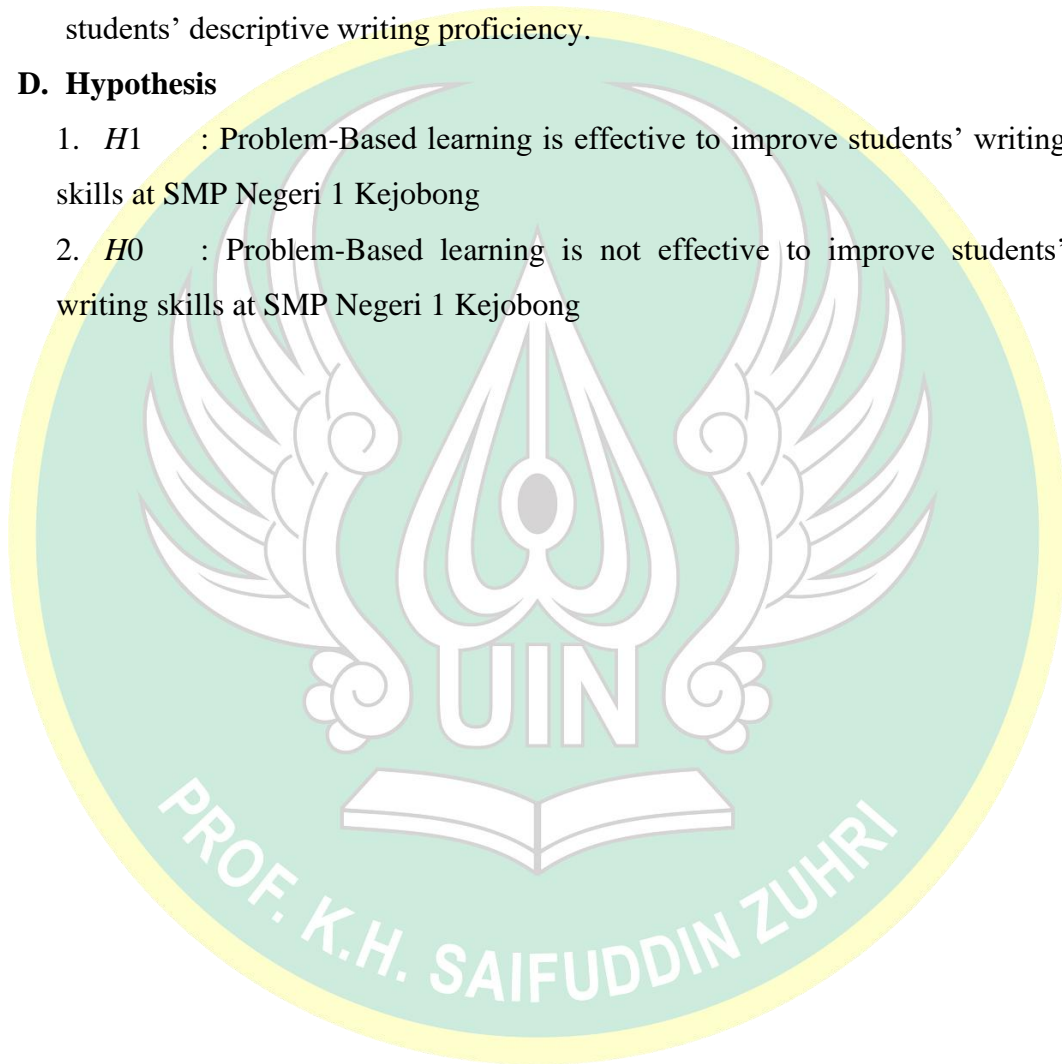


<sup>38</sup> Zuhrotun Nafisah, Tri Setianingsih, dan Siti Syafi'atul Qomariyah, "The Use of Problem Based Learning on Students' Writing Skill," Jurnal Ilmiah Mandala Education 8, no. 4 (2022): 2738-2750.

This conceptual framework illustrates the relationship between the use of Problem-Based Learning (PBL) and students' writing proficiency. The experimental group received instruction through PBL, while the control group was taught using conventional methods. Students' writing proficiency was assessed through pre-tests and post-tests, and the improvement was analyzed using the N-Gain score to determine the effectiveness of PBL in enhancing students' descriptive writing proficiency.

#### **D. Hypothesis**

1.  $H_1$  : Problem-Based learning is effective to improve students' writing skills at SMP Negeri 1 Kejobong
2.  $H_0$  : Problem-Based learning is not effective to improve students' writing skills at SMP Negeri 1 Kejobong



## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Design**

This study employed a quasi-experimental design, which facilitated a comparison of students' writing proficiency between those taught through Problem-Based Learning (PBL) and those instructed using conventional methods. This design was considered suitable because it enabled the researcher to evaluate the impact of PBL on students' writing development while minimizing the influence of external variables. To assess changes in writing proficiency, both pre-tests and post-tests were administered before and after the application of the PBL strategy.

#### **B. Research Site and Participants**

The research was conducted at SMP Negeri 1 Kejobong, Purbalingga Regency, a public middle school that provided English language instruction to students from seventh to ninth grade. The study took place from February 20, 2025 to March 21, 2025, focusing on 7th-grade students from two classes: VII D as the experimental group and VII E as the control group. The selection of these classes was based on their similar academic performance and English proficiency levels to ensure comparability. In this research, Problem-Based Learning (PBL) served as the independent variable and was applied as a treatment in the experimental group. Meanwhile, the control group received instruction using traditional writing methods. The dependent variable was the students' writing proficiency, which was evaluated using pre-test and post-test assessments.

A preliminary observation was conducted on February 20 - 21, 2025, to assess the school's current teaching methods, classroom environment, and students' initial writing skills. This phase also included teacher consultations to prepare for the PBL implementation. The main research activities ran from March 4 to March 19, 2025, beginning with teacher training on PBL methodologies to ensure proper application. The

experimental group then engaged in PBL-based writing tasks designed around real-world problems, promoting critical thinking and collaborative learning, while the control group followed standard writing exercises. Post-intervention, both groups underwent a writing proficiency test to evaluate the effectiveness of PBL compared to traditional methods. The choice of SMP Negeri 1 Kejobong as the research site was based on its representative curriculum and willingness to adopt innovative teaching approaches. By involving both experimental and control groups, this study aimed to provide a comprehensive analysis of how PBL influenced students' writing proficiency in a real classroom setting. The structured timeline and clear delineation of groups ensured methodological rigor, allowing for valid conclusions about PBL's effectiveness in enhancing English writing proficiency among 7th-grade students. The following is the table of the research implementation schedule:

***Table 3.1 Research Implementation Schedule***

No	Activity	Date
1	Preliminary Observation	February 20-21, 2025
2	Pre-Test (Experimental Group)	March 5, 2025
3	Pre-Test (Control Group)	March 4, 2025
4	First Treatment (Experimental Group - PBL Method)	March 8, 2025
5	First Treatment (Control Group - Conventional Method)	March 6, 2025
6	Second Treatment (Experimental Group - PBL Method)	March 12, 2025
7	Second Treatment (Control Group - Conventional Method)	March 11, 2025



8	Last Treatment (Experimental Group - PBL Method)	March 15, 2025
9	Last Treatment (Control Group - Conventional Method)	March 13, 2025
10	Post-Test (Experimental Group)	March 19, 2025
11	Post-Test (Control Group)	March 18, 2025

### C. Population and Sample

The population of this research consisted of all seventh-grade students, from class 7A to 7G, at SMP Negeri 1 Kejobong, totaling 233 students. A sample was drawn from this population, specifically targeting two classes of seventh-grade students. The sampling technique used in this research was purposive sampling, where the participants were selected by the subject teacher based on predetermined considerations. Class 7D was designated as the experimental group, in which students were taught using the Problem-Based Learning (PBL) method. In contrast, 7E functioned as the control group and received instruction through conventional teaching techniques. The number of participants corresponded to the total student enrollment in each class, namely 32 students in class 7D and 34 students in class 7E, ensuring the sample accurately represented the population involved in the study.

### D. Variable and Indicators of the Research

This research is built on the interaction between two primary variables: writing proficiency as the dependent variable and Problem-Based Learning (PBL) as the independent variable. Independent variables are attributes that affect the results or the dependent variable.<sup>39</sup>

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<sup>39</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson, 2012).

## 1. Dependent Variable: Writing Proficiency

The dependent variable in this study is writing proficiency, which is defined as the ability of students to produce written texts that are coherent, organized, and grammatically accurate. Writing proficiency is a multifaceted skill that encompasses several key components.

Firstly, content quality plays a crucial role in determining writing proficiency. This aspect refers to the relevance and depth of ideas presented in the writing. A well-developed piece of writing should not only convey information but also engage the reader with insightful and meaningful content. The ability to generate relevant ideas and elaborate on them effectively is essential for demonstrating writing proficiency.

Secondly, vocabulary usage is another critical component of writing proficiency. This involves the range and appropriateness of words used in the text. A proficient writer should be able to select words that accurately convey their intended meaning while also enhancing the overall quality of the writing. The use of varied and precise vocabulary can significantly impact the clarity and effectiveness of the written text.

Thirdly, grammatical correctness is fundamental to writing proficiency. This refers to the adherence to grammatical rules and conventions, which ensures that the writing is not only understandable but also polished and professional. Errors in grammar can distract the reader and undermine the credibility of the writer, making it imperative for students to master grammatical structures as part of their writing development.

Fourthly, Organization assesses the logical arrangement and coherence of ideas within the text. Well-organized writing demonstrates a clear structure, including an introduction, body paragraphs, and a conclusion. It also uses appropriate transitions to connect ideas smoothly, making the text easy to follow. In this research, students are

evaluated based on how effectively they organize their thoughts into structured paragraphs, ensuring that each part of the text contributes to the overall message and logical flow.

Lastly, Mechanics pertains to the technical conventions of writing, including punctuation, spelling, and capitalization. Proper mechanics help ensure that the text is not only correct but also professional and easy to read. In this research, students are evaluated on their ability to follow standard writing conventions. Mistakes in punctuation, frequent spelling errors, or improper use of capital letters can distract readers and interfere with the meaning of the text, thereby affecting the mechanics score.

Writing proficiency will be assessed using both pre-test and post-test evaluations, enabling a comparison of students' writing performance prior to and following the application of problem-based learning techniques. Through an analysis of the differences in their writing outcomes, the research seeks to determine the extent to which Problem-Based Learning contributes to improving students' writing skills.

## 2. Independent Variable: Problem-Based Learning

In this study, Problem-Based Learning (PBL) is designated as the independent variable. It refers to an instructional method that encourages students to engage with real-life, meaningful problems in order to develop their abilities in critical thinking and effective problem-solving. Within this study, PBL is implemented specifically as a method for teaching writing to students at SMP Negeri 1 Kejobong.

One of the key components of PBL is the use of real-world problems. This approach engages students with authentic issues that require them to apply their writing skills in meaningful ways. By confronting these challenges, students are encouraged to think critically about the content they are writing, as well as the structure and style of their texts. This approach contributes to the improvement of students'

writing skills while simultaneously promoting a more comprehensive grasp of the learning material.

Additionally, PBL promotes collaboration among students, allowing them to work together to explore solutions to the problems presented. This collaborative aspect encourages peer feedback and discussion, which can lead to improved writing outcomes. Students learn to articulate their thoughts more clearly and effectively, as they must communicate their ideas to their peers and incorporate diverse perspectives into their writing.

Furthermore, PBL emphasizes self-directed learning, where students take ownership of their learning process. This autonomy encourages them to engage more deeply with the writing tasks, as they are motivated to find solutions to the problems they encounter. As a result, students are likely to invest more effort into their writing, leading to higher quality outputs.

## **E. Data Collection Techniques**

### **1. Pre-Test and Post-Test Assessments**

In order to assess the influence of Problem-Based Learning (PBL) on students' writing proficiency, the researcher conducted both a pre-test and a post-test. The pre-test, which was carried out on March 5, 2025 to experimental group (7D) and March 4, 2025 to control group (7E), served to evaluate the students' baseline writing skills prior to the application of the PBL approach. The pre-test was administered to both the experimental group (7D) and the control group (7E), with each class receiving one writing task. In the pre-test, students were instructed to compose a descriptive text about a person, allowing the researcher to assess their ability to describe individuals using appropriate content quality, organization, vocabulary usage, grammatical correctness, and mechanics. After completing the PBL activities, a post-test was conducted on March 19, 2025 to experimental group (7D) and March 18, 2025 to control group (7E), to determine any improvements in their



writing performance. Similarly, the post-test was administered with one task assigned to each class, but this time focusing on describing a place, thereby providing a comparable yet distinct context to measure students' writing development. These assessments evaluated several key areas, including the quality of content, organization of ideas, vocabulary use, grammar accuracy, and the correct use of spelling and punctuation.

## 2. Student Writing Samples

In addition to the test results, written works produced by students during the PBL sessions were collected and analyzed. These writing samples helped in evaluating how well students applied PBL strategies, the coherence and structure of their texts, as well as any progress in vocabulary development and grammatical accuracy throughout the learning process.

## 3. Indicators or Measurements

### a. Content

- i. Score 4, indicates very limited information, irrelevant, unclear.
- ii. Score 8, indicates limited information, less relevant, unclear details.
- iii. Score 12, indicates generally relevant but lacks detail, some missing information.
- iv. Score 16, indicates relevant, fairly clear, good details with minor deficiencies.
- v. Score 20, indicates highly relevant, very clear, complete details, and strongly focused on the topic.

### b. Organization

- i. Score 4, indicates very unclear structure, no logical sequence.
- ii. Score 8, indicates unclear text structure, illogical sequence, poorly organized paragraphs.

- iii. Score 12, indicates text structure is less clear, some paragraphs are not coherent.
- iv. Score 16, indicates text structure is clear, fairly logical sequence, mostly coherent paragraphs.
- v. Score 20, indicates text structure is very clear, logical sequence, coherent and cohesive paragraphs.

c. Vocabulary

- i. Score 4, indicates very limited vocabulary, often inappropriate word choices.
- ii. Score 8, indicates minimal vocabulary, frequently inaccurate and less relevant words.
- iii. Score 12, indicates limited vocabulary, simple word choice, some inaccuracies.
- iv. Score 16, indicates fairly varied, mostly accurate vocabulary with minor mistakes.
- v. Score 20, indicates varied, precise, and highly effective vocabulary in supporting the description.

d. Grammar

- i. Score 4, indicates excessive grammar mistakes, sentences are difficult to understand.
- ii. Score 8, indicates frequent grammar errors, significantly affecting comprehension.
- iii. Score 12, indicates some grammar errors, sentences are somewhat unclear but understandable.
- iv. Score 16, indicates fairly accurate grammar, minor mistakes that do not affect meaning.
- v. Score 20, indicates accurate grammar, correct sentence structure, and clarity.

e. Mechanics

- i. Score 4, indicates excessive errors severely affecting understanding.

- ii. Score 8, indicates numerous errors affecting comprehension.
- iii. Score 12, indicates several spelling and punctuation errors, slightly distracting.
- iv. Score 16, indicates few spelling or punctuation errors but do not affect comprehension.
- v. Score 20, indicates no or very few spelling and punctuation errors.

#### F. Data Analysis

The data obtained from both the experimental group (which received instruction through Problem-Based Learning) and the control group (which experienced traditional teaching methods) were analyzed using the Normalized Gain (N-Gain) approach with the assistance of SPSS statistical software.

The N-Gain method is commonly employed in educational research as a statistical tool to evaluate the impact of an instructional intervention by examining score improvements between pre-test and post-test within a group. This approach measures the extent of progress made and offers valuable insights into the level of performance change observed in each group.

The N-Gain formula is as follows:

$$N - Gain = \frac{Post-testScore - Pre-testScore}{Maximum Possible Score - Pre-Test Score} \times 100$$

The analysis process involves the following steps:

##### 1. Data Entry

Pre-test and post-test scores from both the experimental group and the control group were inputted into the SPSS software to prepare for further analysis.

##### 2. Calculation of N-Gain

The N-Gain (Normalized Gain) was calculated separately for each group using the appropriate formula. This step aimed to measure the level of improvement in students' writing proficiency before and after the treatment.

### 3. Comparison of N-Gain

After calculating the N-Gain scores, a comparison between the experimental and control groups was made. A higher N-Gain score in the experimental group suggested that students who experienced Problem-Based Learning showed more significant progress than those in the control group.

### 4. Descriptive Analysis

Descriptive statistics, including the mean and standard deviation of the N-Gain scores, were calculated for both groups to provide a clearer picture of overall performance.

### 5. Interpretation

The final step involved interpreting the analysis results to evaluate whether the use of Problem-Based Learning had a notable effect on students' writing proficiency when compared to conventional teaching methods.

This quantitative data analysis technique provided valuable insights into the effectiveness of Problem-Based Learning (PBL) in improving students' writing proficiency. The N-Gain scores offered a clear picture of the relative progress made by each group, allowing for a more accurate evaluation of the impact of the PBL approach on students' writing development.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the results of data analysis and the interpretation of findings related to the effectiveness of Project-Based Learning (PBL) in improving the English writing skills of 7th-grade students at SMP Negeri 1 Kejobong. The data were obtained from pre-tests and post-tests conducted in both the experimental and control groups. Through statistical analysis, this chapter provides a comparison of students' writing performance before and after the treatment. The findings are discussed in relation to the research question and the theoretical framework that underpins the study. Furthermore, this chapter integrates the data analysis with relevant literature to offer a comprehensive understanding of the results.

#### **A. Findings**

This chapter outlines the findings of the study in detail. It begins with a description of how the treatment was implemented through three different teaching sessions based on descriptive text materials. Following the treatment explanation, it presents the students' pre-test and post-test scores, the N-Gain analysis, and the interpretation of the data analysis results.

##### **1. Treatment Description**

The treatment in this study was delivered over three meetings and was implemented in class VII D at SMP Negeri 1 Kejobong. Each session focused on a different aspect of descriptive text writing, guided by a problem-based approach to improve the students' understanding and writing abilities. The following is a detailed explanation of the treatment.

In the first meeting, the researcher introduced the basic concept of descriptive text. The session started with a warm-up discussion where the researcher explained the importance of descriptive text and its function in communication. The learning objective of this meeting was to help students understand the definition, structure, and language features of descriptive text.

The lesson continued with the researcher giving a simple example of a descriptive paragraph, followed by an explanation of its structure and description. Students were asked to identify these elements in the sample text and discuss them in class. In the second half of the session, the researcher explained the common language features used in descriptive text, such as the use of adjectives, simple present tense, and specific nouns. A more complex example was provided to challenge students to analyze deeper structures and vocabulary. The students actively participated by identifying descriptive language and structure in the given texts.

At the end of the meeting, the researcher concluded the lesson by summarizing the key points and asking students to share what they had learned. Students were also given time to ask questions, and the researcher provided direct feedback. This initial session laid the groundwork for students to understand the format and characteristics of descriptive writing.

The second session aimed to bring the concept of descriptive text into a more practical and relatable context. The scenario presented was that the class had just welcomed a new student named Sarah Thompson, and the students were assigned to describe Sarah's hair appearance.

The session began with a vocabulary brainstorming activity. The researcher asked questions like, "What do you think of Sarah's hair color?" and encouraged students to generate words related to hair features. This aimed to activate prior knowledge and build the vocabulary needed for the main task.

Students were divided into small groups. Each group worked collaboratively to create a short descriptive paragraph that focused specifically on Sarah Thompson's hair. The activity was problem-oriented because students had to use appropriate and varied adjectives to describe a fictional character as if they were introducing her to someone unfamiliar. During the group discussion, students selected vocabulary, formed descriptive sentences, and paid attention to the organization and clarity of their writing.

After composing their texts, each group presented their description to the class. The researcher and classmates gave feedback on vocabulary use, grammar, and content clarity. This process helped reinforce vocabulary retention and improved students' confidence in describing physical characteristics using appropriate language.

In the third and final session, students engaged in a more comprehensive descriptive writing task. Building on the previous sessions, the researcher provided a scenario where Sarah Thompson had just joined the class, and the students needed to describe her overall physical appearance.

The lesson started with a vocabulary brainstorming session where students discussed terms related to body appearance, clothing, and facial features. After that, students worked in pairs or small groups to write a collaborative descriptive paragraph about Sarah's physical look. Unlike the previous session which focused on just one feature (hair), this time the writing included multiple aspects such as height, face shape, skin tone, and style.

Once the drafts were complete, students exchanged their paragraphs with other groups to give and receive peer feedback. This encouraged critical thinking and improved their editing skills. Students discussed their peers' texts and gave suggestions on improving vocabulary, sentence structure, and clarity. After the review, groups revised their writing and submitted the final version.

The researcher concluded the session by asking students what new words they had learned and what they found challenging during the writing process. Students were encouraged to reflect on their learning experience and how they could apply descriptive writing in other contexts.

## 2. Data Description

To measure the improvement in students' writing proficiency, both the experimental and control groups were given a pre-test before the treatment and a post-test after the treatment. These tests were designed to

assess the students' ability to write descriptive texts based on the criteria of content quality, organization, vocabulary usage, grammatical correctness, and mechanics. The pre-test and post-test instruments underwent expert validation through expert judgment by English language teachers.

The table below displays the pre-test and post-test results of the experimental group, which was taught using the Problem-Based Learning (PBL) method.

***Table 4.1 Pre-Test and Post-Test Scores of the Experimental Group***

No	Pre-Test	Post-Test	Gained
1	40	76	36
2	44	70	26
3	50	60	10
4	42	56	14
5	56	52	-4
6	56	64	8
7	46	44	-2
8	54	58	4
9	44	42	-2
10	38	54	16
11	38	68	30
12	42	66	24
13	58	60	2
14	38	66	28
15	46	78	32
16	42	60	18
17	40	70	30
18	58	68	10
19	42	60	18
20	36	68	32
21	52	78	26
22	46	50	4
23	54	72	18
24	42	60	18



25	42	44	2
26	34	66	32
27	44	66	22
28	48	76	28
29	48	72	24
30	44	60	16
31	40	72	32
32	62	76	14
<b>Minimum</b>	58,00	78,00	36,00
<b>Maxium</b>	44,00	66,00	18,00
<b>Average</b>	45,29	63,10	17,81

From the table above, it is clear that the experimental group experienced a significant increase in their average score. The mean score improved from 45.29 in the pre-test to 62.68 in the post-test, showing a gain of 17.39 points. This suggests that the students who were exposed to the PBL method showed noticeable progress in writing descriptive texts, particularly in terms of idea development, vocabulary selection, and overall organization of their writing.

In contrast, the control group, which was taught using traditional teaching methods without PBL, showed little to no meaningful improvement, as shown in the table below.

***Table 4.2 Pre-Test and Post-Test Scores of the Control Group***

No	Pre-Test	Post-Test	Gained
1	28	40	12
2	54	36	-18
3	22	34	12
4	38	20	-18
5	24	30	6
6	26	42	16
7	30	50	20
8	68	38	-30
9	42	30	-12

10	52	42	-10
11	48	50	2
12	48	44	-4
13	20	46	26
14	34	46	12
15	56	44	-12
16	24	38	14
17	46	46	0
18	58	38	-20
19	38	50	12
20	48	38	-10
21	40	30	-10
22	32	52	20
23	20	30	10
24	64	70	6
25	78	46	-32
26	76	64	-12
27	34	40	6
28	56	36	-20
29	40	48	8
30	52	40	-12
31	46	24	-22
32	52	80	28
33	36	38	2
34	32	32	0
<b>Minimum</b>	20,00	20,00	-32,00
<b>Maxium</b>	78,00	80,00	28,00
<b>Average</b>	44,12	43,09	-1,21

The mean score for the control group rose only slightly, from 40.30 to 40.56, indicating a gain of just 0.26 points. This minimal increase shows that students in the control group, who followed the conventional teaching approach, did not achieve significant improvement in their writing proficiency. In fact, many students in this group retained the same issues

found in their pre-test writing, such as repetitive vocabulary, weak structure, and basic grammar errors.

The comparison between these two groups highlights the potential advantages of using Problem-Based Learning to teach writing. The improvement in the experimental group reflects not only score increases but also observable growth in the quality and clarity of the students' writing.

### 3. Data Analysis

This section presents a detailed analysis of the students' writing improvement based on the Normalized Gain (N-Gain) score, which was calculated using data from the pre-test and post-test results. N-Gain is a widely used metric in educational research to measure the relative effectiveness of an instructional intervention. It provides insight into how much improvement occurred during the treatment, taking into account the students' initial proficiency levels.

The N-Gain score is computed using the following formula:

$$N - Gain = \frac{Post - testScore - Pre - testScore}{Maximum Possible Score - Pre - Test Score} \times 100$$

To further assess the effectiveness of the treatment, the N-Gain score was calculated for both groups. The results are as follows:

This formula generates a value that reflects how much a student's score improved in relation to the highest possible score they could achieve. A positive N-Gain indicates progress, while a negative value suggests a decline in performance. The closer the score is to 1 (or 100%), the more effective the treatment is considered to be.

The N-Gain analysis was conducted for both the experimental and control groups in this study. The results are summarized in the table below:

**Table 4.3 N-Gain Score Comparison**

Group	Minimum	Maximum	Mean
Pre-Test	0.09	0.60	0.30
Post-Test	-1.45	0.58	-0.07

As seen in the table, the experimental group achieved an average N-Gain score of 0.30, while the control group recorded a mean score of -0.07. This means that students who were taught using the Problem-Based Learning (PBL) method showed measurable improvement in their writing proficiency, whereas the control group experienced a slight overall decline.

**Table 4.4 N-Gain Scores Detail**

Descriptives				
Kelompok			Statistic	Std. Error
N_Gain	Experimental	Mean	.3167	.03533
		95% Confidence Interval for Mean	Lower Bound .2446	
			Upper Bound .3888	
		5% Trimmed Mean	.3226	
		Median	.3394	
		Variance	.040	
		Std. Deviation	.19986	
		Minimum	-.09	
		Maximum	.60	
		Range	.69	
		Interquartile Range	.30	
		Skewness	-.520	.414
		Kurtosis	-.816	.809
	Control	Mean	-.0893	.06675
		95% Confidence Interval for Mean	Lower Bound -.2251	
			Upper Bound .0465	
		5% Trimmed Mean	-.0568	
		Median	.0156	
		Variance	.151	
		Std. Deviation	.38920	
		Minimum	-1.45	
		Maximum	.58	
		Range	2.04	
		Interquartile Range	.45	
		Skewness	-1.503	.403
		Kurtosis	3.683	.788

In more detail, the experimental group's N-Gain scores ranged from a minimum of 0.09 to a maximum of 0.60. This suggests that although not every student achieved high levels of improvement, most demonstrated at least some progress. The improvement was observed in aspects such as the ability to develop ideas more clearly, apply varied vocabulary, and construct

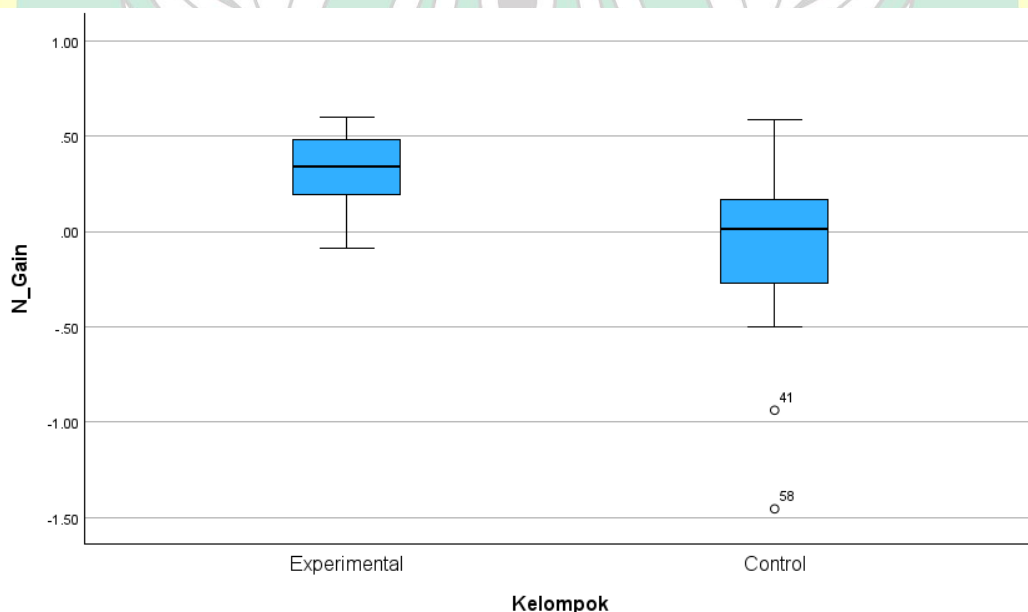


grammatically correct sentences, skills emphasized throughout the PBL-based instruction.

On the other hand, the control group showed a worrying trend. With N-Gain values ranging from -1.45 to 0.58, and a negative average of -0.07, the control group showed signs of stagnation or even regression in writing performance. This may indicate that traditional teaching methods used in this group were not sufficient to help students significantly improve their writing skills within the same period.

By visually depicting the information, we aim to facilitate a more intuitive interpretation of the results and help identify any noteworthy trends or differences between the groups. The data visualizations in this section offer a graphical lens through which to explore the impact of Problem-Based Learning on students' writing proficiency.

*Graph 4.1 N-Gain Data Visualizations*



## B. Discussion

The findings of this study demonstrate that the implementation of Problem-Based Learning (PBL) had a positive influence on students' writing proficiency in descriptive texts, especially in aspects such as vocabulary

development, structural awareness, and student engagement. Even though the N-Gain score was classified as not effective, the qualitative improvement observed in the students' work and classroom participation indicated that the PBL approach contributed meaningfully to students' learning progress.

During the first meeting, students were introduced to the concept, purpose, and structure of descriptive text. This foundational session aligned with the concept of writing proficiency as defined by Richards and Renandya (2002), who emphasize that writing is not merely about producing grammatically correct sentences but also involves organizing ideas logically within a structured format. Many students in this study had previously written texts without understanding their internal organization. Through guided analysis of example paragraphs, they learned how descriptive texts typically start with an identification of the object and are followed by detailed description. This understanding allowed them to be more intentional in their writing in the following sessions.

The language features introduced, such as the use of present tense, specific adjectives, and descriptive vocabulary, also supported their writing development. According to Bachman and Palmer (2010), writing proficiency involves the ability to communicate effectively and appropriately depending on the context and purpose. By identifying and using adjectives like "tall," "curly-haired," or "round face," students began to move away from vague descriptions and toward clearer and more contextually accurate expressions. This is particularly relevant to descriptive writing, where vocabulary precision strongly influences the clarity and vividness of the text.

In the second meeting, the learning activity was based on a problem scenario involving the description of Sarah Thompson's hair appearance. This allowed students to practice applying descriptive vocabulary in a focused context. The collaborative setting encouraged peer interaction and group learning, which is one of the core principles of PBL as explained by Barrows (1986), who argued that students learn more effectively when they engage in real-life problem-solving activities in groups. Here, the "problem" was not just

an academic task, it was something students could relate to introducing a new classmate to others through descriptive writing.

Students brainstormed and discussed words like “blonde,” “straight,” or “tied back,” and then constructed descriptive sentences collaboratively. This reflects the principle of scaffolding within PBL, where students build their understanding progressively through guided activities (Hmelo-Silver, 2004). The presence of a clear scenario helped activate their schema and provided direction for their writing. Students’ presentations and peer feedback at the end of this session contributed to their metacognitive awareness, as they began to reflect on how word choice and sentence structure affect the meaning of a text.

The third meeting required students to compose a more complete description of Sarah’s physical appearance. This task integrated the structural knowledge from the first meeting and the vocabulary gained in the second. Writing collaboratively, students were required to think not just about what to write, but how to sequence their ideas, which helped improve the organization of their texts. Peer review added an additional layer of learning, as students learned to identify errors in grammar, punctuation, and coherence, not only in others’ work but also in their own writing upon reflection.

This aligns with the theoretical concept from Savery (2006), who explains that PBL enhances deep learning by encouraging students to evaluate, revise, and reconstruct knowledge based on experience and feedback. Furthermore, the act of peer reviewing helps develop critical thinking and communication skills, which are essential components of writing proficiency and are also central to the goals of PBL.

The classroom environment during the PBL sessions was notably more dynamic and student-centered. Compared to the control group, students in the experimental group appeared more motivated and enthusiastic to participate. This was measured by analyzing students’ behavior during the treatment sessions. In the experimental class, where Problem-Based Learning (PBL) was implemented, students demonstrated greater activeness in group discussions when addressing the assigned problems, while students in the control class

tended to remain passive and showed limited engagement in asking questions. Furthermore, within the same allotted time, the experimental group successfully completed a greater portion of the tasks compared to the control group, which managed to complete only a few items even after the session concluded. They discussed ideas with peers, asked more questions, and even requested vocabulary clarification beyond the provided material. These behaviors demonstrate an increase in learner autonomy, which is a key outcome of effective PBL implementation. According to Hmelo-Silver (2004), students in PBL settings become more self-directed and reflective, as they are given the opportunity to take ownership of their learning.

Despite these positive observations, the N-Gain score obtained (0.30) did not meet the threshold for effectiveness. This can be understood in light of the short treatment duration. As highlighted by Richards and Renandya (2002), the writing process takes time, and improvement does not happen instantly. Developing writing proficiency requires repeated practice, exposure to various writing tasks, and continuous feedback. Therefore, while students showed notable progress, the short two-week implementation may not have been sufficient to produce statistically significant gains.

In conclusion, even though the quantitative data categorized the effectiveness as “not effective,” the findings suggest that Problem-Based Learning had a positive impact on students’ descriptive writing abilities in practical and observable ways. Students learned how to build descriptive paragraphs, apply specific vocabulary, and work collaboratively to improve their writing. These are meaningful achievements that support the idea that PBL is a promising instructional strategy for teaching writing, especially if applied consistently over a longer period. With extended implementation and integration of more diverse problem scenarios, PBL has the potential to significantly enhance students’ writing proficiency in classroom contexts similar to SMP Negeri 1 Kejobong.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study aimed to investigate the effect of Problem-Based Learning (PBL) on the writing proficiency of 7th-grade students at SMP Negeri 1 Kejobong. The research was conducted through three treatment sessions focused on descriptive text, using PBL scenarios to engage students in problem-solving and collaborative writing tasks. The writing proficiency assessed in this study included three main indicators: content quality, organization, vocabulary usage, grammatical correctness, and mechanics.

The findings showed that students in the experimental group, who received PBL-based instruction, demonstrated meaningful improvement in their writing abilities, particularly in vocabulary use and content development. Their post-test scores increased significantly compared to the pre-test, with the group's average rising from 45.29 to 62.68. This improvement reflects enhanced ability to organize ideas, apply appropriate vocabulary, and describe objects more vividly and accurately. In contrast, the control group, which was taught using traditional methods, showed minimal progress, with an average post-test score of only 40.56, a marginal increase from their pre-test mean of 40.30.

To assess the overall improvement, the Normalized Gain (N-Gain) score was calculated. The experimental group achieved an average N-Gain of 0.30, while the control group recorded -0.07. Based on the N-Gain classification standards, a score of 0.30 is considered "not effective", as it does not reach the minimum effectiveness threshold. However, when considering the practical classroom context and observable progress, the PBL method still provided clear benefits, especially in improving student participation, motivation, and language application during writing activities.

Although PBL did not produce statistically effective gains according to N-Gain criteria, its contribution to students' descriptive writing skills was

evident through qualitative indicators. The collaborative writing process, scenario-based discussions, and peer feedback activities helped students become more engaged and confident in expressing their ideas in English. Therefore, PBL remains a promising alternative to traditional methods, especially when implemented with proper time allocation and support.

### **B. Limitation of Study**

This study faced several limitations that may have influenced the outcomes and generalizability of the findings. First, the research was conducted within a relatively short duration of only three weeks. Such a limited timeframe may not have been sufficient for students to fully adapt to the Problem-Based Learning (PBL) approach or for the long-term effects of the method to be adequately observed. Second, the study involved a small sample size drawn from a single school, which restricts the extent to which the results can be applied to wider educational contexts or different student populations. Lastly, the research depended on the available classroom resources without the support of specialized materials or researcher training in PBL methodologies. This limitation may have affected the implementation of PBL and, consequently, the effectiveness of the instructional approach during the study.

### **C. Suggestion**

Based on the results and limitations of this study, several suggestions can be made for both educators and future researchers. For educators, it is recommended to implement Problem-Based Learning (PBL) gradually within the English curriculum, starting with simpler tasks to allow students time to adjust before introducing more complex problems. Researchers should also receive proper training to effectively facilitate PBL activities, particularly in guiding students through problem-solving and collaborative learning. In addition, combining PBL with other instructional methods—such as direct grammar instruction or peer feedback—may help address the diverse learning needs of students more effectively.

For future research, it is advisable to extend the implementation period of PBL in order to observe its long-term impact on students' writing

proficiency. Including a larger and more diverse sample would also improve the validity and generalizability of the findings. Furthermore, future studies could explore the role of scaffolding in supporting students, especially those with lower English proficiency, to determine the most effective support strategies within PBL. Finally, the integration of technology such as digital platforms for PBL could be investigated as a means of enhancing the overall effectiveness of PBL in English language instruction.



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## Appendix 1

### Pre-Test Assessment

Name	:	
Student Number	:	
Class	:	

**Please observe the instructions below.**

Write a descriptive text consisting of 8-10 sentences about one of your funniest friends in class. Describe their appearance, personality, behavior, and all the beautiful or sad memories you have with them in class. Explain why you consider them funny.

Answer:

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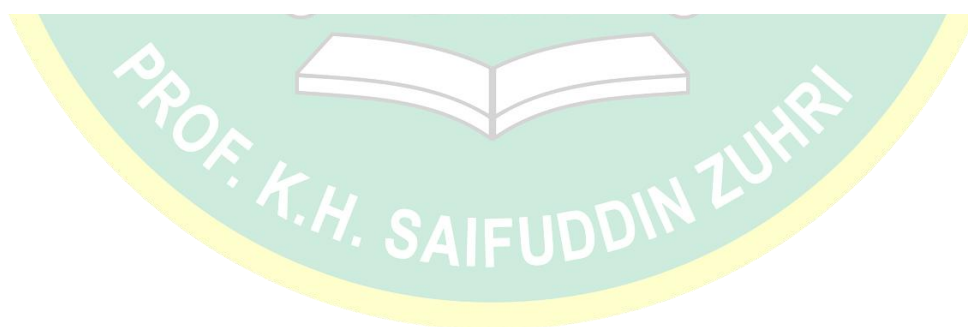
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## Appendix 2

### Post-Test Assessment

Name	:
Student Number	:
Class	:

**Please observe the instructions below.**

Write a descriptive text based on a beautiful place you have visited, consisting of 8-10 sentences. Focus on describing the colors, shapes, and details of the scenery, as well as how it makes you feel. Include any sounds or smells that add to the experience.

Answer:

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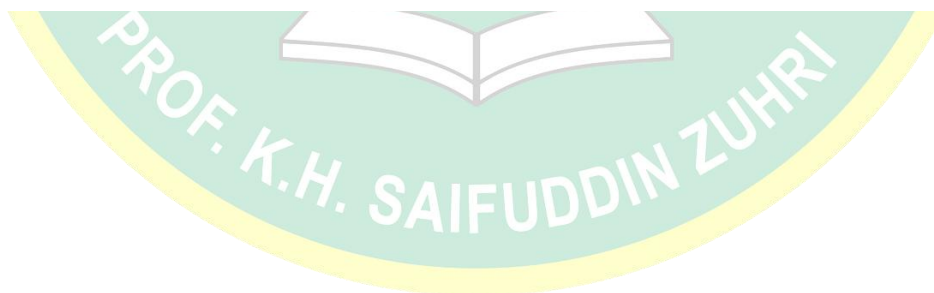
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## Appendix 3

### Pre-Test And Post-Test Assessment Rubric

**PRE-TEST AND POST-TEST ASSESSMENT RUBRIC  
THE EFFECTIVENESS OF PROBLEM-BASED LEARNING  
ON ENGLISH WRITING PROFICIENCY AT 7<sup>th</sup> GRADE  
SMP NEGERI 1 KEJOBONG PURBALINGGA**

Assessment Criteria	Excellent (20 points)	Good (16 points)	Fair (12 points)	Poor (8 points)	Very Poor (4 points)
Content	Highly relevant, very clear, complete details, and strongly focused on the topic.	Relevant, fairly clear, good details with minor deficiencies.	Generally relevant but lacks detail, some missing information.	Limited information, less relevant, unclear details.	Very limited information, irrelevant, unclear.
Organization	Text structure is very clear, logical sequence, coherent and cohesive paragraphs.	Text structure is clear, fairly logical sequence, mostly coherent paragraphs.	Text structure is less clear, some paragraphs are not coherent.	Unclear text structure, illogical sequence, poorly organized paragraphs.	Very unclear structure, no logical sequence.
Vocabulary	Varied, precise, and highly effective vocabulary in supporting the description.	Fairly varied, mostly accurate vocabulary with minor mistakes.	Limited vocabulary, simple word choice, some inaccuracies.	Minimal vocabulary, frequently inaccurate and less relevant words.	Very limited vocabulary, often inappropriate word choices.
Grammar	Accurate grammar, correct sentence structure, and clarity.	Fairly accurate grammar, minor mistakes that do not affect meaning.	Some grammar errors, sentences are somewhat unclear but understandable.	Frequent grammar errors, significantly affecting comprehension.	Excessive grammar mistakes, sentences are difficult to understand.
Mechanics (Spelling & Punctuation)	No or very few spelling and punctuation errors.	Few spelling or punctuation errors but do not affect comprehension.	Several spelling and punctuation errors, slightly distracting.	Numerous errors affecting comprehension.	Excessive errors severely affecting understanding.

## Appendix 4

### Pre-Test and post-Test Scores Experimental Group

Pre-Test and Post-Test Scores of the Experimental Group

No	Pre-Test	Post-Test	Gained
1	40	76	36
2	44	70	26
3	50	60	10
4	42	56	14
5	56	52	-4
6	56	64	8
7	46	44	-2
8	54	58	4
9	44	42	-2
10	38	54	16
11	38	68	30
12	42	66	24
13	58	60	2
14	38	66	28
15	46	78	32
16	42	60	18
17	40	70	30
18	58	68	10
19	42	60	18
20	36	68	32
21	52	78	26
22	46	50	4
23	54	72	18
24	42	60	18
25	42	44	2
26	34	66	32
27	44	66	22
28	48	76	28
29	48	72	24
30	44	60	16
31	40	72	32
32	62	76	14
<b>Minimum</b>	58,00	78,00	36,00
<b>Maxium</b>	44,00	66,00	18,00
<b>Average</b>	45,29	63,10	17,81

## Appendix 5

### Pre-Test and post-Test Scores Control Group

Pre-Test and Post-Test Scores of the Control Group

No	Pre-Test	Post-Test	Gained
1	28	40	12
2	54	36	-18
3	22	34	12
4	38	20	-18
5	24	30	6
6	26	42	16
7	30	50	20
8	68	38	-30
9	42	30	-12
10	52	42	-10
11	48	50	2
12	48	44	-4
13	20	46	26
14	34	46	12
15	56	44	-12
16	24	38	14
17	46	46	0
18	58	38	-20
19	38	50	12
20	48	38	-10
21	40	30	-10
22	32	52	20
23	20	30	10
24	64	70	6
25	78	46	-32
26	76	64	-12
27	34	40	6
28	56	36	-20
29	40	48	8
30	52	40	-12
31	46	24	-22
32	52	80	28
33	36	38	2
34	32	32	0
<b>Minimum</b>	20,00	20,00	-32,00
<b>Maxium</b>	78,00	80,00	28,00
<b>Average</b>	44,12	43,09	-1,21



## Appendix 6

### Pre-Test Assessment Scores in All Indicators Experimental Group

No	Name	A1					A2					Scores	
		C	O	V	G	M	C	O	V	G	M	A1	A2
1	Student 1	12	8	8	4	4	12	8	8	8	8	36	44
2	Student 2	8	12	16	4	12	8	8	4	4	12	52	36
3	Student 3	12	12	16	4	16	8	12	8	8	4	60	40
4	Student 4	4	16	16	4	8	4	8	8	8	8	48	36
5	Student 5	12	12	8	4	8	20	16	12	8	12	44	68
6	Student 6	12	12	12	8	8	16	16	12	8	8	52	60
7	Student 7	12	8	8	12	4	8	12	12	8	8	44	48
8	Student 8	16	12	12	8	12	12	16	8	8	4	60	48
9	Student 9	8	12	8	8	12	8	8	12	8	4	48	40
10	Student 10	8	8	12	4	8	8	8	8	4	8	40	36
11	Student 11	12	8	8	4	4	8	12	8	8	4	36	40
12	Student 12	8	4	8	4	4	12	16	8	8	12	28	56
13	Student 13	16	12	12	8	4	16	16	12	8	12	52	64
14	Student 14	4	8	12	12	8	4	8	8	8	4	44	32
15	Student 15	8	12	8	8	12	8	12	8	8	8	48	44
16	Student 16	8	8	8	12	4	12	12	8	4	8	40	44
17	Student 17	8	12	8	12	4	8	4	8	8	8	44	36
18	Student 18	16	16	12	16	12	12	8	8	4	12	72	44
19	Student 19	8	8	12	8	4	12	12	8	4	8	40	44
20	Student 20	4	8	12	8	8	4	8	8	4	8	40	32
21	Student 21	16	12	8	8	12	12	16	8	8	4	56	48
22	Student 22	12	12	12	8	12	8	12	4	4	8	56	36
23	Student 23	16	12	8	12	12	8	8	12	12	8	60	48
24	Student 24	12	8	4	8	8	8	12	8	8	8	40	44
25	Student 25	8	12	8	4	8	12	12	8	4	8	40	44
26	Student 26	4	8	8	12	12	4	8	4	4	4	44	24
27	Student 27	8	12	8	12	12	8	8	8	4	8	52	36
28	Student 28	12	12	16	8	8	12	8	8	8	4	56	40
29	Student 29	12	12	16	8	4	12	8	8	4	12	52	44
30	Student 30	4	8	12	8	8	8	8	12	8	12	40	48
31	Student 31	8	8	12	12	8	4	8	8	4	8	48	32
32	Student 32	20	16	16	12	16	8	12	8	8	8	80	44

C	: Content
O	: Organization
V	: Vocabulary
G	: Grammar
M	: Mechanics

A1	: Assessor 1
A2	: Assessor 2

## Appendix 7

### Post-Test Assessment Scores in All Indicators Experimental Group

No	Name	A1					A2					Scores	
		C	O	V	G	M	C	O	V	G	M	A1	A2
1	Student 1	20	16	20	16	12	16	20	12	8	12	84	68
2	Student 2	16	20	16	8	4	20	16	16	12	12	64	76
3	Student 3	16	16	12	8	8	16	16	8	8	12	60	60
4	Student 4	16	12	12	8	8	12	16	12	8	8	56	56
5	Student 5	16	8	8	8	8	12	20	12	8	4	48	56
6	Student 6	20	16	8	16	4	16	16	12	8	12	64	64
7	Student 7	12	12	8	8	8	8	12	8	8	4	48	40
8	Student 8	12	16	8	12	4	16	20	12	8	8	52	64
9	Student 9	8	12	12	8	4	8	12	8	4	8	44	40
10	Student 10	12	16	12	8	8	12	16	12	8	4	56	52
11	Student 11	16	16	12	12	8	20	16	16	8	12	64	72
12	Student 12	20	16	12	8	12	16	16	12	8	12	68	64
13	Student 13	16	12	8	8	8	16	20	12	12	8	52	68
14	Student 14	20	16	8	12	8	20	20	12	8	8	64	68
15	Student 15	20	20	16	16	16	16	16	12	12	12	88	68
16	Student 16	16	16	12	12	12	16	12	8	8	8	68	52
17	Student 17	16	16	12	12	8	16	12	16	16	16	64	76
18	Student 18	20	20	16	12	8	12	16	12	12	8	76	60
19	Student 19	16	12	16	12	8	12	16	12	8	8	64	56
20	Student 20	16	20	16	8	12	16	16	12	12	8	72	64
21	Student 21	20	20	16	12	12	20	16	16	12	12	80	76
22	Student 22	8	12	12	12	8	8	12	12	8	8	52	48
23	Student 23	16	20	16	12	12	16	20	12	12	8	76	68
24	Student 24	16	16	12	8	8	8	12	16	12	12	60	60
25	Student 25	12	16	8	8	4	8	8	12	8	4	48	40
26	Student 26	16	20	16	12	8	12	16	8	8	16	72	60
27	Student 27	20	16	12	8	12	16	16	12	8	12	68	64
28	Student 28	20	20	16	12	16	16	20	12	12	8	84	68
29	Student 29	20	16	16	16	16	16	16	12	8	8	84	60
30	Student 30	16	20	16	12	12	8	12	8	8	8	76	44
31	Student 31	20	16	16	16	16	20	16	8	8	8	84	60
32	Student 32	20	20	16	12	16	16	20	12	12	8	84	68

<b>C</b>	: Content
<b>O</b>	: Organization
<b>V</b>	: Vocabulary
<b>G</b>	: Grammar
<b>M</b>	: Mechanics

<b>A1</b>	: Assessor 1
<b>A2</b>	: Assessor 2

## Appendix 8

### Pre-Test Assessment Scores in All Indicators Control Group

No	Name	A1					A2					Scores	
		C	O	V	G	M	C	O	V	G	M	A1	A2
1	Student 1	4	8	8	4	8	4	4	4	4	8	32	24
2	Student 2	16	16	12	4	8	12	12	8	8	12	56	52
3	Student 3	4	4	4	4	4	4	4	4	4	8	20	24
4	Student 4	8	8	12	8	4	12	8	8	4	4	40	36
5	Student 5	4	4	4	4	4	4	4	8	4	8	20	28
6	Student 6	4	8	8	4	4	4	8	4	4	4	28	24
7	Student 7	8	8	8	4	4	4	8	8	4	4	32	28
8	Student 8	12	12	8	12	8	20	20	16	12	16	52	84
9	Student 9	4	4	4	4	4	20	16	12	8	8	20	64
10	Student 10	16	12	8	8	4	20	16	8	8	4	48	56
11	Student 11	16	12	8	4	8	16	16	8	4	4	48	48
12	Student 12	12	12	8	8	12	12	8	12	8	4	52	44
13	Student 13	4	4	4	4	4	4	4	4	4	4	20	20
14	Student 14	4	8	8	4	8	8	12	8	4	4	32	36
15	Student 15	20	16	12	8	8	16	12	8	4	8	64	48
16	Student 16	4	8	8	4	4	4	4	4	4	4	28	20
17	Student 17	16	16	12	8	8	8	12	4	4	4	60	32
18	Student 18	20	12	16	12	8	16	12	8	4	8	68	48
19	Student 19	8	12	8	8	4	8	12	8	4	4	40	36
20	Student 20	16	12	8	8	12	12	12	8	4	4	56	40
21	Student 21	12	12	8	8	4	16	8	4	4	4	44	36
22	Student 22	8	8	4	4	8	8	8	4	4	8	32	32
23	Student 23	4	4	4	4	4	4	4	4	4	4	20	20
24	Student 24	12	16	12	12	12	16	16	12	12	8	64	64
25	Student 25	16	20	16	16	16	20	16	12	12	12	84	72
26	Student 26	20	16	12	12	12	20	20	16	12	12	72	80
27	Student 27	8	8	12	8	8	4	8	4	4	4	44	24
28	Student 28	16	16	16	12	8	16	8	8	4	8	68	44
29	Student 29	12	12	8	8	12	8	4	8	4	4	52	28
30	Student 30	16	12	12	8	12	16	16	4	4	4	60	44
31	Student 31	12	16	12	8	8	12	8	4	4	8	56	36
32	Student 32	16	12	12	8	8	16	12	8	8	4	56	48
33	Student 33	16	8	8	4	4	12	8	4	4	4	40	32
34	Student 34	8	12	8	4	8	8	4	4	4	4	40	24

<b>C</b>	: Content
<b>O</b>	: Organization
<b>V</b>	: Vocabulary
<b>G</b>	: Grammar
<b>M</b>	: Mechanics

<b>A1</b>	: Assessor 1
<b>A2</b>	: Assessor 2



## Appendix 9

### Post-Test Assessment Scores in All Indicators Control Group

No	Name	A1					A2					Scores	
		C	O	V	G	M	C	O	V	G	M	A1	A2
1	Student 1	8	8	12	4	4	8	12	8	8	8	36	44
2	Student 2	4	8	8	12	8	4	8	8	8	4	40	32
3	Student 3	8	4	12	4	4	8	8	8	4	8	32	36
4	Student 4	4	4	4	4	4	4	4	4	4	4	20	20
5	Student 5	4	4	8	4	12	4	8	4	4	8	32	28
6	Student 6	12	12	8	8	4	12	12	8	4	4	44	40
7	Student 7	16	12	16	8	4	8	12	8	8	8	56	44
8	Student 8	8	8	12	4	8	12	8	8	4	4	40	36
9	Student 9	8	4	12	4	4	4	8	8	4	4	32	28
10	Student 10	8	8	16	8	4	8	8	12	8	4	44	40
11	Student 11	12	16	12	8	4	16	12	8	4	8	52	48
12	Student 12	8	12	8	4	4	12	8	12	8	12	36	52
13	Student 13	12	16	12	8	8	8	12	8	4	4	56	36
14	Student 14	12	8	16	8	4	8	8	12	12	4	48	44
15	Student 15	8	8	4	12	12	8	12	8	8	8	44	44
16	Student 16	8	8	8	12	4	8	12	8	4	4	40	36
17	Student 17	12	12	8	8	8	12	12	8	4	8	48	44
18	Student 18	4	8	8	8	8	4	8	8	8	12	36	40
19	Student 19	12	12	16	12	8	12	8	8	4	8	60	40
20	Student 20	8	8	4	4	12	8	8	12	8	4	36	40
21	Student 21	8	8	8	4	4	4	8	8	4	4	32	28
22	Student 22	16	12	12	8	8	12	12	8	8	8	56	48
23	Student 23	8	8	4	4	8	4	8	8	4	4	32	28
24	Student 24	20	16	12	12	16	16	16	12	8	12	76	64
25	Student 25	4	8	12	4	20	8	8	12	8	8	48	44
26	Student 26	12	16	16	16	12	8	12	12	8	16	72	56
27	Student 27	8	8	12	8	4	8	12	8	4	8	40	40
28	Student 28	8	12	8	4	8	8	8	8	4	4	40	32
29	Student 29	8	8	8	12	8	8	12	8	12	12	44	52
30	Student 30	8	8	12	8	4	8	12	12	4	4	40	40
31	Student 31	4	8	4	4	4	4	8	4	4	4	24	24
32	Student 32	20	16	12	16	16	20	20	12	12	16	80	80
33	Student 33	4	8	12	16	8	4	4	8	4	8	48	28
34	Student 34	4	4	8	4	8	8	8	8	4	8	28	36

<b>C</b>	: Content
<b>O</b>	: Organization
<b>V</b>	: Vocabulary
<b>G</b>	: Grammar
<b>M</b>	: Mechanics

<b>A1</b>	: Assessor 1
<b>A2</b>	: Assessor 2



## Appendix 10

### N-Gain Scores Experimental Group

N-GAIN SCORE (EXPERIMENTAL GROUP)				
No	Name	Pre-Test	Post-Test	N-Gain Score (%)
1	Student 1	40	76	.60
2	Student 2	44	70	.46
3	Student 3	50	60	.20
4	Student 4	42	56	.24
5	Student 5	56	52	-.09
6	Student 6	56	64	.18
7	Student 7	46	44	-.04
8	Student 8	54	58	.09
9	Student 9	44	42	-.04
10	Student 10	38	54	.26
11	Student 11	38	68	.48
12	Student 12	42	66	.41
13	Student 13	58	60	.05
14	Student 14	38	66	.45
15	Student 15	46	78	.59
16	Student 16	42	60	.31
17	Student 17	40	70	.50
18	Student 18	58	68	.24
19	Student 19	42	60	.31
20	Student 20	36	68	.50
21	Student 21	52	78	.54
22	Student 22	46	50	.07
23	Student 23	54	72	.39
24	Student 24	42	60	.31
25	Student 25	42	44	.03
26	Student 26	34	66	.48
27	Student 27	44	66	.39
28	Student 28	48	76	.54
29	Student 29	48	72	.46
30	Student 30	44	60	.29
31	Student 31	40	72	.53
32	Student 32	62	76	.37

## Appendix 11

### N-Gain Scores Control Group

N-GAIN SCORE (CONTROL GROUP)				
No	Name	Pre-Test	Post-Test	N-Gain Score (%)
1	Student 1	28	40	.17
2	Student 2	54	36	-.39
3	Student 3	22	34	.15
4	Student 4	38	20	-.29
5	Student 5	24	30	.08
6	Student 6	26	42	.22
7	Student 7	30	50	.29
8	Student 8	68	38	-.94
9	Student 9	42	30	-.21
10	Student 10	52	42	-.21
11	Student 11	48	50	.04
12	Student 12	48	44	-.08
13	Student 13	20	46	.33
14	Student 14	34	46	.18
15	Student 15	56	44	-.27
16	Student 16	24	38	.18
17	Student 17	46	46	.00
18	Student 18	58	38	-.48
19	Student 19	38	50	.19
20	Student 20	48	38	-.19
21	Student 21	40	30	-.17
22	Student 22	32	52	.29
23	Student 23	20	30	.13
24	Student 24	64	70	.17
25	Student 25	78	46	-1.45
26	Student 26	76	64	-.50
27	Student 27	34	40	.09
28	Student 28	56	36	-.45
29	Student 29	40	48	.13
30	Student 30	52	40	-.25
31	Student 31	46	24	-.41
32	Student 32	52	80	.58
33	Student 33	36	38	.03
34	Student 34	32	32	.00

## Appendix 12

### Expert Validation

#### EXPERT VALIDATION

Title of The Research : The Effectiveness of Problem-based Learning on English Writing Proficiency at 7th Grade SMP Negeri 1 Kejobong

The Researcher : Ali Iqbal Subarkah

NIM : 1817404007

Major : English Education Study Program

Data of Validator

Name : Muflihah S.S., M.Pd.

Age : 52

Educational Background : Master's Degree in English Language and Literature, Muhammadiyah University of Purwokerto

Teaching Experience : 25 years

#### A. Pre-Test

**Please observe the instructions below.**

Write a descriptive text consisting of 8-10 sentences about one of your funniest friends in class. Describe their appearance, personality, behavior, and all the beautiful or sad memories you have with them in class. Explain why you consider them funny.

#### B. Post-Test

**Please observe the instructions below.**

Write a descriptive text based on a beautiful place you have visited, consisting of 8-10 sentences.

Focus on describing the colors, shapes, and details of the scenery, as well as how it makes you feel. Include any sounds or smells that add to the experience.

### C. Scoring Rubrics

The assessment scale for each aspect is as follows:

1. Content: Maximum score is 50
2. Vocabulary: Maximum score is 25
3. Grammar: Maximum score is 25

### Conclusion Validator/Assessor

Please fill in by circling the following answer according to your conclusion:

1. Can be used without revisions
2. ☒ Can be used with minor revisions
3. Can be used multiple revisions
4. Unable to use

### A. Comments/Suggestion

Tambahkan rubrik penilaian yang detail.  
Bukan hanya menyebutkan skor maksimal.

Purwokerto, 11<sup>th</sup> March 2025

Validator,



Muflihah S.S., M.Pd.

19720923200003 2 001



## Appendix 13

### Letter of Research



PEMERINTAH KABUPATEN PURBALINGGA  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 1 KEJOBONG**

*Alamat Jalan Raya Kejobong-Purbalingga 53392 Telp. 08112609657*

**SURAT KETERANGAN**

Nomor : 400.3.5 / 185 / 2025

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Kejobong Kabupaten Purbalingga menerangkan bahwa :

Nama : **Ali Iqbal Subarkah**  
N I M : 1817404007  
Jurusan : Tadris Bahasa Inggris  
Jenjang : S-1  
Universitas : UIN Prof. K.H Saifuddin Zuhri Purwokerto

Bahwa yang tersebut di atas benar-benar telah melaksanakan kegiatan Penelitian Skripsi di SMP Negeri 1 Kejobong dari tanggal 03 Maret 2025 sampai dengan 25 Maret 2025.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



## Appendix 14

### Certificate of Seminar Proposal



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.uinsaizu.ac.id

#### SURAT KETERANGAN

#### SEMINAR PROPOSAL SKRIPSI

No. B- 1151.Un.19/FTIK.TBI/PP.00.9/2/2025

Yang bertanda tangan dibawah ini, Koordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto menerangkan bahwa proposal skripsi berjudul :

**"THE EFFECTIVENESS OF PROBLEM-BASED LEARNING ON ENGLISH WRITING PROFICIENCY AT 8TH GRADE SMP MUHAMMADIYAH RAKIT"**

Sebagaimana disusun oleh :

Nama : ALI IQBAL SUBARKAH  
NIM : 1817404007  
Jurusan/Prodi : Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 14 Februari 2025

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 18 Februari 2025  
Koordinator Prodi Tadris Bahasa Inggris



## Appendix 15

### Certificate of Comprehensive Examination



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126 Telepon (0281)  
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#### **SURAT KETERANGAN**

**No. B-1405/Un.19/WD1.FTIK/PP.05.3/3/2025**

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

Nama : Ali Iqbal Subarkah  
NIM : 1817404007  
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan LULUS pada :

Hari/Tanggal : Senin, 10 Maret 2025  
Nilai : 85 / (A-)

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.



Purwokerto, 12 Maret 2025  
Wakil Dekan Bidang Akademik,

Prof. Dr. Suparjo, M.A.  
NIP. 19730717 199903 1 001

## Appendix 16

### Teaching Module

#### Modul Ajar Descriptive Text - Kelas VII D

SMP Negeri 1 Kejobong

Tahun Pelajaran 2024/2025

Mata Pelajaran : Bahasa Inggris  
Kelas : VII D  
Materi Pokok : Descriptive Text  
Alokasi Waktu : 2 x 30 menit

#### A. Tujuan Pembelajaran

1. Siswa mampu memahami pengertian descriptive text.
2. Siswa mampu mengidentifikasi struktur descriptive text.

#### B. Langkah-langkah Pembelajaran

1. Pendahuluan (15 menit)
  - a. Guru memperkenalkan materi descriptive text dan tujuan pembelajaran.
  - b. Guru menyampaikan pengertian descriptive text dan mengapa penting untuk dipahami.
2. Pembelajaran Inti (2 x 15 menit)
  - a. Sesi 1 (15 menit)
    - Guru menjelaskan struktur descriptive text (pembukaan, isi, penutup).
    - Guru memberikan contoh descriptive text dan menekankan poin-poin strukturalnya.
    - Siswa diberi waktu untuk membaca dan mencatat struktur descriptive text.
  - b. Sesi 2 (15 menit)
    - Guru memberikan pemahaman tentang ciri khas bahasa descriptive text.
    - Guru memberikan contoh descriptive text yang lebih kompleks.



- Siswa diminta untuk mengidentifikasi struktur dan ciri khas bahasa descriptive text dalam contoh yang diberikan.

3. Kegiatan Penutup (15 menit)

- Guru merangkum materi yang telah dipelajari.
- Guru memberi kesempatan bagi siswa untuk bertanya
- Guru memberikan feedback pembelajaran hari ini

**C. Penilaian**

- Partisipasi siswa dalam diskusi.
- Kemampuan siswa mengidentifikasi struktur descriptive text.

**D. Sumber Belajar**

- Buku teks Bahasa Inggris kelas VII
- Materi dan contoh descriptive text yang relevan.

Purbalingga, Maret 2025

Mengetahui,  
Kepala Sekolah,

Guru Mata Pelajaran,

\_\_\_\_\_  
NIP. -

\_\_\_\_\_  
NIP. -

**Modul Ajar Descriptive Text - Kelas VII D**

**SMP Negeri 1 Kejobong**

**Tahun Pelajaran 2024/2025**

Mata Pelajaran : Bahasa Inggris  
Kelas : VII D  
Materi Pokok : Descriptive Text  
Alokasi Waktu : 2 x 30 menit

**A. Tujuan Pembelajaran**

1. Siswa dapat mendeskripsikan sekilas tentang siswa baru yang Bernama Sarah Thompson menggunakan Descriptive Text.
2. Siswa dapat menggunakan kosakata yang tepat untuk menggambarkan deskripsi Sarah Thompson.

**B. Langkah-langkah Pembelajaran**

1. Pendahuluan (15 menit)
  - a. Guru melakukan brainstorming terkait vocabulary yang dapat menggambarkan fisik atau karakter seseorang.
2. Guru menanyakan: "*What do you think of Sarah's hair color?*"  
Pembelajaran Inti (30 menit)
  - a. Problem Scenario: Guru memberikan situasi di mana siswa harus mendeskripsikan terkait penampilan rambut siswi baru yang Bernama Sarah Thompson.
  - b. Siswa bekerja dalam kelompok untuk mendiskusikan dan menyusun Descriptive Text tentang penampilan rambut Sarah.
  - c. Setiap kelompok membuat deskripsi yang menggambarkan pendapat mereka terkait penampilan rambut Sarah.
3. Kegiatan Penutup (15 menit)
  - a. Guru mendiskusikan hasil presentasi siswa dan memberikan umpan balik.

- b. Guru menanyakan kepada siswa tentang kosakata baru yang mereka dapatkan.

**C. Penilaian**

- 1. Penilaian dilakukan berdasarkan presentasi kelompok yang dibuat.
- 2. Kriteria penilaian meliputi kejelasan konten, penggunaan kosakata, dan penggunaan grammar.

**D. Sumber Belajar**

- 1. Buku teks Bahasa Inggris kelas VII
- 2. Materi dan contoh descriptive text yang relevan.

Purbalingga, Maret 2025

Mengetahui,  
Kepala Sekolah,

Guru Mata Pelajaran,

\_\_\_\_\_  
NIP. -

\_\_\_\_\_  
NIP. -

**Modul Ajar Descriptive Text - Kelas VII D**

**SMP Negeri 1 Kejobong**

**Tahun Pelajaran 2024/2025**

Mata Pelajaran : Bahasa Inggris  
Kelas : VII D  
Materi Pokok : Descriptive Text  
Alokasi Waktu : 2 x 30 menit

**A. Tujuan Pembelajaran**

1. Siswa dapat menulis deskripsi dengan tema yang telah ditentukan menggunakan Descriptive Text.
2. Siswa dapat menggunakan struktur teks yang benar dalam Descriptive Text.

**B. Langkah-langkah Pembelajaran**

1. Pendahuluan (15 menit)  
Guru melakukan brainstorming dengan memberikan pertanyaan seputar kosakata dengan tema yang telah ditentukan.
2. Pembelajaran Inti (30 menit)
  - a. Problem Scenario: Guru memberikan situasi di mana kelas VII D kedatangan siswi baru bernama Sarah Thompson.
  - b. Siswa menulis Descriptive Text secara kolaboratif tentang penampilan fisik Sarah Thompson dan kemudian saling bertukar tulisan untuk memberikan umpan balik.
3. Kegiatan Penutup (15 menit)
  - a. Guru mengumpulkan hasil pekerjaan siswa.
  - b. Guru menanyakan kepada siswa tentang kosakata baru yang mereka dapatkan.

**C. Penilaian**



1. Penilaian dilakukan berdasarkan tugas yang telah dikerjakan secara kolaboratif.
2. Kriteria penilaian meliputi kejelasan konten, penggunaan kosakata, dan penggunaan grammar.

**D. Sumber Belajar**

1. Buku teks Bahasa Inggris kelas VII
2. Materi dan contoh descriptive text yang relevan.

Purbalingga, Maret 2025

Mengetahui,  
Kepala Sekolah,

Guru Mata Pelajaran,

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NIP. -

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NIP. -

## Appendix 17

### Documentation of the Research Process

*First Treatment*



*Second Treatment*



*Third Treatment*



## Appendix 18

### Students' Pre-Test Result Sample (Experiment Group)

No. \_\_\_\_\_  
Date : \_\_\_\_\_

Nama : [REDACTED]  
Kelas : VIII D  
Absen : 06

Resti is my bestfriend. She is very cute and friendly.  
She has oval face. Rounded eyes flat and small nose  
and beautiful black long hair. She has tan skin. Also she  
has a skinny body. Resti really loves listening to music.

C = 12  
O = 12  
V = 12  
G = 8  
M = 8

52

VISION



### Students' Pre-Test Result Sample (Control Group)



**Dig Boss**



## Appendix 20

### Students' Post-Test Result Sample (Experiment Group)

No. \_\_\_\_\_  
Date: \_\_\_\_\_

<input type="checkbox"/>	Nama : [REDACTED]
<input type="checkbox"/>	Kelas : VIII D
<input type="checkbox"/>	NO ABSEN : 06
<input type="checkbox"/>	
<input type="checkbox"/>	Mendeskripsikan tempat kesukaan / Ternyaman.
<input type="checkbox"/>	
<input type="checkbox"/>	My school canteen is my Favorite Place. I Love spending
<input type="checkbox"/>	time there with my friends. This canteen has a cozy and
<input type="checkbox"/>	relaxed atmosphere, as well as delicious and varied food menus
<input type="checkbox"/>	I often buy food and drinks at this canteen, such as Fried
<input type="checkbox"/>	rice, meat balls, and ice tea. I also like sitting on the
<input type="checkbox"/>	Canteen's terrace, enjoying the school views and chatting
<input type="checkbox"/>	with my friends. my school canteen is not just a place to eat
<input type="checkbox"/>	and drink. But also a place to socialize and share
<input type="checkbox"/>	experiences with my friends.
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	C = 20
<input type="checkbox"/>	O = 16
<input type="checkbox"/>	V = 8
<input type="checkbox"/>	G = 16
<input type="checkbox"/>	M = 4
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

SiDU

### Students' Post-Test Result Sample (Control Group)

