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IMPLEMENTATION OF THE PROBLEM BASED LEARNING MODEL TO IMPROVE THE ABILITY TO ANALYZE DESCRIPTIVE TEXTS OF CLASS VII STUDENTS OF SMPN 2 GEGER BITUNG

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ABSTRACT

This study aims to improve the descriptive text analysis skills of seventh-grade students at SMPN 2 Geger Bitung through the implementation of the problem-based learning model. The background of this study is the low ability of students to understand the structure, linguistic elements, and content of descriptive texts critically and systematically. This study used a quantitative approach with a quasi-experimental method. The research subjects consisted of seventh-grade students at SMPN 2 Geger Bitung, divided into an experimental class and a control class. Data collection techniques included a descriptive text analysis ability test, observation, and questionnaires. Data were analyzed using statistical tests to determine differences in analytical skills between the two classes. The results showed that the application of the problem-based learning model was effective in improving the descriptive text analysis skills of seventh-grade students at SMPN 2 Geger Bitung. Thus, the PBL model can be used as an alternative, innovative learning model in Indonesian language learning, especially for descriptive text material.

Keywords: learning model, problem-based learning, descriptive text

INTRODUCTION

Learning Indonesian plays a strategic role in developing students' literacy skills, particularly in language skills. One of the skills students need to possess is the ability to analyze texts, including descriptive texts. Analytical skills require students to understand the content of a text, but also to identify the text's structure, linguistic features, and communicative purpose.

Descriptive text is a type of writing that describes an object, event, or situation with the aim of presenting a clear picture to the reader. This type of writing emphasizes the writer's ability to express their ideas and creativity through detailed and concrete depictions. Descriptive text serves not only to tell a story but also to describe an object or place in detail so that the reader obtains a complete picture. Furthermore, descriptive text can be defined as text that explains various things related to an object, thing, or

place that can be described either in writing or verbally (Yulianti, 2023). In this text, the writer strives to present the image in such a way that the reader can feel, see, or experience the object being described directly. Therefore, descriptive text is characterized by detailed, concrete, and realistic descriptions.

According to Adawiyah (2020), descriptive text utilizes the five human senses, such as sight, hearing, and feeling. The use of these five senses aims to strengthen the description, making the image conveyed more vivid and easier for the reader to understand. All descriptions are based on the physical characteristics of the object or thing being described. Descriptive text can also be understood as text that describes an object or thing by explaining all aspects that can be seen, felt, and heard through the five human senses. The description is structured based on the object's physical characteristics in a systematic and detailed manner so that the information conveyed is clear and accurate.

Based on initial observations, it was found that students experienced difficulty identifying the structure of descriptive texts, distinguishing between identification and description, and recognizing the linguistic elements used. Students tended to skim the text without being able to examine the text's contents in depth. This indicates that learning to analyze descriptive texts has not been optimal. This low ability to analyze descriptive texts is inseparable from the learning model used by teachers. The learning process is still dominated by lecture methods and individual assignments that do not actively involve students. A learning model is a systematically structured conceptual framework used as a guideline for implementing the learning process to achieve specific learning objectives (Wedi, 2020). This framework encompasses various essential components, such as learning syntax, social systems, reaction principles, and interrelated support systems that contribute to successful learning. A learning model can be understood as a plan or pattern that can be utilized not only in classroom learning but also in developing long-term curricula and developing teaching materials. Learning models serve as a reference for teachers in designing learning experiences that are appropriate to student characteristics and the desired learning objectives, both in and outside the classroom (Dafit, 2023).

According to Simeru (2023), a learning model describes a systematic procedure for organizing student learning experiences so that expected competencies can be optimally achieved. This procedure reflects logical and continuous learning stages, making it easier for teachers to manage the teaching and learning process effectively. Furthermore, a learning model serves to assist and guide teachers in determining appropriate learning techniques, strategies, and methods to optimally achieve learning objectives (Albina, 2022).

One learning model considered relevant for strengthening critical thinking, creativity, and problem-solving skills is the problem-based learning model. Problem-based learning is a learning model oriented toward problem solving. In this model, problems serve as the starting point and primary source of learning, where students are

required to actively engage in finding solutions through direct learning experiences (Maulidina, 2024). Problem-based learning encourages students to construct knowledge independently by utilizing critical thinking processes and problem-solving skills relevant to the learning situation.

The problem-based learning model emphasizes the use of real-life problems as the learning context (Suginem, 2021). Through these problems, students are guided to connect existing concepts and knowledge to the material being studied. This process enables students to develop higher-order thinking skills, particularly in analyzing, evaluating, and systematically solving problems. Furthermore, problem-based learning actively engages students in the exploration and development of knowledge, making learning more meaningful.

According to Dahri (2022), problem-based learning focuses on creating contextual and meaningful learning experiences through problem-solving. This approach is expected to ensure effective learning and enable students to achieve their stated learning objectives. The primary goal of implementing problem-based learning is to help students acquire diverse knowledge, foster learning independence, enhance collaborative skills, and develop intrinsic motivation for learning.

METHOD

This study employed a quantitative approach with a quasi-experimental method. The research design used a nonequivalent control group design, involving two groups: an experimental group and a control group. The experimental group was given treatment in the form of a problem-based learning model in analyzing descriptive text, while the control group used a conventional learning model. The subjects were seventh-grade students of SMPN 2 Geger Bitung. Data collection techniques included tests, observations, and questionnaires. The data were analyzed using quantitative statistical tests, including normality tests, homogeneity tests, and t-tests, with the aim of determining differences in the ability to analyze descriptive text between the control and experimental classes.

RESULTS AND DISCUSSION

The results of the student activity observation sheet are as follows.

Table 1. Observation Sheet Results

Score	34
Presentation	85%

Based on observations of student activity during the implementation of the problem-based learning model, a total score of 34 was obtained, with an achievement percentage of 85%. These results indicate that student activity during the learning process was in the very good category. This percentage indicates that the majority of students were actively involved in every stage of learning, from understanding the problem, discussing it, to presenting their analysis of the descriptive text. The relatively high percentage of student activity indicates that the application of the problem-based learning model was able to create a participatory and student-centered learning atmosphere. These observations reinforce the finding that the problem-based learning model is effective in improving the quality of the learning process, particularly in Indonesian language learning on descriptive texts. The 85% student activity rate indicates that problem-based learning can help students develop analytical thinking, collaboration, and communication skills.

The results of the study indicate that the use of the problem-based learning model can improve students' ability to analyze descriptive texts. Students were given worksheets with a pretest and posttest system. The following is a summary of the student test results.

Table 2. Student Test Sheet Results

Posttest	Pre test	Post-Pre	Skor Ideal	N Gain Score	N Gain Score (%)
93	60	33	35	0,84	84,40%

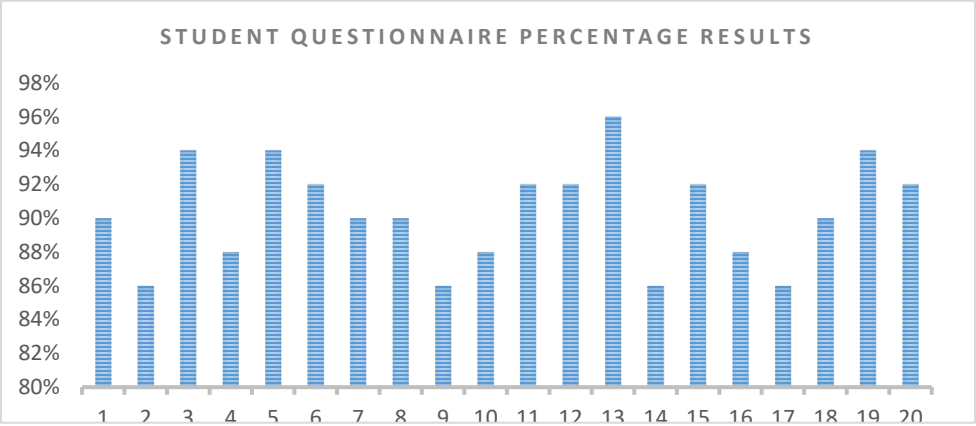
The results of the student ability test analysis showed a significant increase between pretest and posttest scores. Based on the data obtained, the average pretest score was 60, while the average posttest score increased to 93. Thus, there was a difference in score increase of 33 points. This increase indicates that after being treated with the problem-based learning model, students' ability to analyze descriptive texts experienced significant development. The ideal score set in this study is 35. The difference between the pretest and posttest scores of 33 points indicates that the increase in student learning outcomes approached the maximum possible score. This indicates that the majority of students were able to absorb and master the learning material very well after participating in the learning process using the problem-based learning model.

To determine the effectiveness of the improvement in learning outcomes, the N-Gain score was calculated. The calculation resulted in an N-Gain score of 0.84. This value is considered high, as it is above the 0.70 limit. This means that the increase in student ability from the initial to the final level after the treatment was considered very effective. As a percentage, the N-Gain Score reached 84.40%. This percentage

indicates that the level of improvement in student learning outcomes is in the very high category. In other words, more than 80% of the potential improvement in students' abilities was achieved through the implementation of the learning model used in this study.

This improvement in test results indicates that problem-based learning can encourage students to think more critically and analytically in understanding descriptive texts. Students not only understand the structure and linguistic elements of the text theoretically but are also able to analyze the text in depth by solving problems presented during the learning process.

After reviewing the students' test results, the researchers also administered a questionnaire to assess their responses to the problem-based learning model. The following are the percentage results of the student questionnaire.



Based on the graph of student questionnaire percentage results, it can be described that, in general, student responses to the implementation of the Problem-Based Learning model were very positive. This is evident from the percentage of student responses, which all fell above 80%, with most reaching 90% to 96%.

For questionnaire items 1 to 5, student responses showed relatively high scores, ranging from 86% to 94%. This indicates that from the beginning of the lesson, students felt a strong interest and engagement in the applied learning model. Students assessed that problem-based learning increased their interest in learning and helped them better understand descriptive text material.

For questionnaire items 6 to 10, student responses tended to be stable and remained in the good to very good category, with scores around 88% to 92%. This indicates that students felt the problem-based learning model encouraged them to think more actively, discuss, and collaborate in analyzing descriptive text. Learning activities were no longer teacher-centered, but instead directly involved students in the problem-solving process. In questionnaire items 11 to 15, there was a significant increase in

percentage, even reaching a high of around 96%. This indicates that students truly felt the benefits of problem-based learning in improving their critical thinking skills, courage to express opinions, and confidence in analyzing elements of descriptive text.

For questionnaire items 16 to 20, the percentage of student responses remained consistent, ranging from 86% to 94%. This indicates that students felt that the problem-based learning model helped them understand the material more deeply, enjoyably, and meaningfully. Students also considered that learning became more varied and less boring.

Overall, the results of the student questionnaire indicate that the implementation of the problem-based learning model received a very positive response from students. The high percentages for each questionnaire item confirm that this model is effective in increasing student engagement, motivation, and ability to analyze descriptive texts. Therefore, these questionnaire results support the findings from tests and observations that problem-based learning is suitable for implementation as an alternative Indonesian language learning model in seventh-grade junior high schools.

DISCUSSION

Based on the research results obtained through tests, observations, and student questionnaires, it can be concluded that the implementation of the problem-based learning model has had a positive impact on improving the analytical skills of seventh-grade students at SMPN 2 Geger Bitung. This improvement was significant in both cognitive and affective aspects, as well as students' learning activities during the learning process.

The test results showed an increase in students' analytical skills after the implementation of the problem-based learning model. The higher average posttest score compared to the pretest, along with the high N-Gain score, indicate that problem-based learning is effective in helping students understand the structure, linguistic elements, and content of descriptive texts in greater depth. This aligns with the characteristics of problem-based learning, which requires students to analyze problems systematically and think critically to find solutions.

Findings from the student activity observation sheet also supported these test results. The percentage of student activity, 85%, indicated that students were actively engaged during the learning process. Students were enthusiastic in discussions, expressing their opinions, and working collaboratively in groups to solve the problems. This high level of learning activity reflects the ability of problem-based learning to create an interactive and student-centered learning environment. Furthermore, the results of the student questionnaire showed a very positive response to the implementation of the problem-based learning model. Most students stated that learning became more interesting, challenging, and helped them understand the material more easily. Students also felt more motivated to learn because they were given the opportunity to think, discuss, and express their opinions. This indicates that

problem-based learning not only improves academic abilities but also students' attitudes and motivation to learn.

CONCLUSION

Based on the research results, it can be concluded that the implementation of the problem-based learning model is effective in improving the descriptive text analysis skills of seventh-grade students at SMPN 2 Geger Bitung. This is demonstrated by the significant improvement in student learning outcomes between the pretest and posttest, with N-Gain scores in the high category, as well as increased student engagement in the learning process based on observations and student questionnaire responses.

In addition to improving descriptive text analysis skills, the application of the problem-based learning model also creates more meaningful, contextual, and student-centered learning. Students become more active in expressing their opinions, working collaboratively in groups, and thinking critically in solving problems. Therefore, the problem-based learning model can be used as an effective alternative learning model to improve the quality of Indonesian language learning, particularly for descriptive texts at the junior high school level.

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