

Teacher Perspective In The Use Of Problem Based Learning In Elevating Writing Ability (An Analysis Study of the teacher at SMAN 8 Banda Aceh)

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Abstrak

Penelitian ini menganalisis perspektif guru dalam pembelajaran berbasis masalah dalam meningkatkan kemampuan menulis. Partisipan dalam penelitian ini adalah dua orang guru yang mengajar pelajaran bahasa Inggris di SMAN 8 Banda Aceh. Dalam penelitian ini kedua guru dipilih sebagai partisipan berdasarkan observasi awal yang dilakukan oleh peneliti. Data yang dibutuhkan diperoleh dengan melakukan wawancara kepada para guru dan menanyakan secara langsung pandangan mereka dalam penggunaan PBL dalam meningkatkan kemampuan menulis. Hasil wawancara menunjukkan bahwa banyak pertanyaan yang dijawab dengan baik oleh guru. Hal tersebut terbukti ketika peneliti bertanya "Menurut Anda apakah dengan menggunakan PBL dalam proses pembelajaran dapat meningkatkan kemampuan menulis siswa?". Kedua guru setuju bahwa dengan menggunakan PBL dapat meningkatkan kemampuan menulis siswa. Hal tersebut dikarenakan pembelajaran dengan metode PBL akan membuat siswa saling bertukar pikiran sehingga pemikiran siswa meningkat. Selain itu, guru juga setuju dengan menggunakan PBL dapat membuat siswa fokus dalam pembelajaran menulis dan mendorong motivasi siswa. Artinya, proses pembelajaran dengan menggunakan Problem Based Learning memiliki kategori signifikan dalam meningkatkan kemampuan menulis siswa. Berdasarkan hasil belajar tersebut, sebaiknya guru menerapkan metode pembelajaran berbasis masalah karena dapat meningkatkan kemampuan siswa dalam pembelajaran menulis.

Kata Kunci: Perspektif Guru, Problem Based Learning, Kemampuan Menulis.

Abstract

This study analyses the teacher perspectives in the use of problem based learning in elevating writing ability. The participant of this study were two teachers who teach English lessons at SMAN 8 Banda Aceh. In this research both of teachers chosen as the participant based on the early observation conducted by the researcher. The data needed are gotten by doing interview to the teachers and ask directly their perspective in the use of PBL in elevating writing ability. The result of the interview shows that many of the questions answered agreeably by the teacher. It was proven when researcher asked "do you think that using PBL in the learning process can elevating students' writing skills?". The both of teacher agree that using PBL can improve students' writing ability. It was because learning using the PBL method would make students share ideas so that students' thinking increases. Besides, teacher also agree by using PBL could make students focus in learning writing and encourage students motivation. It means the teaching process by using

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Problem Based Learning has a significant category in elevating writing ability of students. Based on the result of the study, the teacher should applied problem based learning method because it can elevating ability students in learning writing.

Keywords: *Teacher perspective, Problem Based Learning, Writing Ability.*

INTRODUCTION

English has long been taught as the main foreign language of Indonesia, at every level of education, ranging from kindergarten until the college. According to Sofendi (2008:2) says the purpose of learning English in tertiary institutions (non-English) generally is to support the academic activities of students who are often referred to as English for academic purposes. However, Sofendi (2008: 4) & Syahputra, (2019) further explained that such goals are no longer relevant to the needs of today's students. To be able to compete to face the era of globalization.

There are two factors that influence the success of teaching English as a foreign or second language, namely personal factors and general factors (Surono 2011:11). One of the personal factors is motivation, which are effective attitudes and conditions that affect the level of effort that students do in learning English. English learners who have motivation, regardless of the type of motivation, tend to be faster at achieving learning success. On the other hand, English learners who do not have motivation will find it difficult to achieve success from learning (Surono 2011:12)

The teacher supports students who are responsive to information and have adequate speaking skills, so a learning model is needed that can make this happen (Syahputra & Chaira. 2020). PBL learning model or problem-based learning is one of the learning models that can train and provide student skills in communication and information responsiveness.

Problem-based learning model (PBL) is a learning that uses real world problems as a context for students to learn about critical thinking and problem solving skills (Sudarman 2007: 69). Through the problem-based learning model students are faced with real problems, so that the problem solving presented by students is required to think critically and actively and have extensive knowledge. To support this, students must explore information from various sources. The use of problem-based learning models creates an atmosphere of learning that is active, independent and very meaningful.

Based on the Ministry of Education and Culture. 2013. Permendikbud No. 81A of 2013 concerning the implementation of the 2013 curriculum on the ability to write students through problem based learning (PBL) consists of five phases as follows: the first

phase, orienting students to the problem. The second phase, organizing students to learn. The teacher helps students define and organize learning tasks related to problems that have been oriented in the previous stage. The third phase, guiding individual and group investigations. The teacher encourages students to gather information.

The fourth phase, develops and presents the work. The teacher helps students to plan and prepare work in the form of student writing and then the teacher asks students to present their work in front of the class (Syahputra, Usman, & Daud. 2018). The fifth phase, analyzing and evaluating the problem solving process. The teacher and students analyze and evaluate the problem solving process that can be presented by each group and all learning activities undertaken.

Writing is a productive and expressive language skill that is used to communicate indirectly and not face to face with other parties so that the writer must have the ability to use vocabulary, writing, and language structure (Tarigan 2008:3). Therefore, in order to be skilled at writing, one must have experience, time and constant practice. Writing skills can be obtained only through the process of teaching and learning, because in writing a person is required to be skilled in using vocabulary, diction in the context of the purpose of writing.

Besides, perception are also needed to find out solution of the problem that appear in the learning process. According to Rozie (2018:3) perception is a response to what anyone see from an object and will influence the person's mindset. The teacher's perception of the use of Problem Based Learning in elevating writing abilities is a response to the way the teacher uses the PBL method in teaching. Adding by Rozie (2018:3), the perceptions shown can be in the form of good perceptions or poor perceptions. If the teacher's perception of using PBL is good, it will facilitate the achievement of learning objectives so that it will spur students to try and study hard so that they get maximum and good learning achievement.

In this study, the researcher took the analysis of teacher perspective in the use of problem based learning in elevating writing ability by asking directly the teacher who teach english lesson at SMAN 8 Banda Aceh. It is conducted because the researcher wants to know how teacher perspective in the use of problem based learning in elevating writing ability. The teaching and learning process carried out by the teacher often uses methods or techniques in teaching students (Wahyuni, et.al. 2020), especially the Problem Based Learning method, the teacher often gives assignments to students when the face-to-face process takes place. Researcher also found that students like to get assignments or in

other words students are accustomed to a learning process by getting some task in every meeting. It can be concluded that 65% of the teaching and learning process in each face-to-face, the teacher gives assignments to students compared to teaching with the lecture method or with other methods.

This is because based on the teacher's perspective who feels such a learning system can be suitable for students. Teacher feel that implementing the method affects students' interest in learning more, such as not feeling bored quickly. For example, when students study in groups they tend to be eager to do assignments or have discussions.

RESEARCH METHOD

This research employed a qualitative research method with a descriptive analysis. In this study, the researcher took interview to know how teacher perspective in the use of problem based learning in elevating writing ability. And to obtain these data the researcher made some question in interview as many as 10 questions to be answer by partisipant. The partisipant of the study was the two teacher who taugh Engliss lesson at SMAN 8 Banda Aceh by follow some criteria made by researcher.

In this study, an interview was made to ask teacher directly one by one about their perspective in the use of PBL. It is conducted by calling the partisipant via cell phone. This happens because there was an outbreak of disease or commonly called the coronavirus, therefore to avoid gatherings, the researcher only called and asked directly about the question. Through this interview, the researcher explored data, information, and framework information from research subjects. The interview took an average of 15-20 minutes per hour. As for the type of interview that researcher use is an unstructured interview. In this study the partisipant gave answer based on their perspective in the use of PBL in elevating writig ability. After the data were gather the reseracher woul analyze and draw conclusion.

RESULT AND DISCUSSION

To obtain data, firstly the researcher asks when the time is available for participants to be interviewed and makes an appointment. This data collection technique was done by observing a phenomenon that exists and occurs. It was used to directly see teacher perspective in the use of problem based learning in elevating writing ability. The interview made is expected to be able to obtain data that is relevant to the research topic.

The interview was conducted towards two teacher who taugh english class in SMAN 8 Banda Aceh. Both of partisipants was called teacher A and teacher B. The time of

collecting data was different of each participants. But both of them was interview on Monday, January 10th, 2021. In this study the researcher only ask question related to the teacher perspective in the use of PBL. During the interview process, the researcher recorded all the voices of the participants which included the answers to the questions raised by the researcher.

From the results of interviews conducted by researchers, it can be concluded that learning by using Problem Based Learning can improve students writing ability. Because many of the question are answered agree by the teacher. It can be proven by the teacher answer as follow:

“Do you think that using PBL in the learning process can elevating students' writing skills?”

According to Teacher A that Problem Based Learning is able to improve students' writing skills, the reason is because students who sit in groups tend to do assignments together. If there are students who do not participate in carrying out the tasks of other students, they will warn them to join the group. Besides by working in groups, teacher A said the learning process in writing would be easier, because for example there are 5 students sitting in one group, they can make each paragraph and then combine them so that they become one complete paragraph composition.

While in B teacher said that students' writing skills will improve. because by using Problem Based Learning method the students' thinking ability will be open, because in general the teacher will give questions or warm up to students, such as giving pictures at the beginning of the learning meeting, this will automatically open the student's thinking process. This was in line with Sudarman (2007:16) the foundation of Problem Based Learning is a process of collaborativism, a perspective which holds that students will compile knowledge by building reasoning from all the knowledge they already have and from all those obtained as a result of activities interacting with fellow individuals.

It can be concluded that Problem Based Learning is able in elevating students 'writing skills because students will tend to cooperate where they will get corrections from their peers and this will affect students' thinking patterns.

“Do you think by apply PBL method can encourage students motivation in learning writing?”

Teacher A answered that it was certainly very influential in increasing student learning motivation, because learning using Problem Based Learning had many positive impacts. Such as when students write a paper with ideas from their own thinkers and

their friends add other ideas so that the results of their thoughts are combined and become one line, so that there is a cooperative learning process.

Then, continued with teacher B that it will be very influential in encourage students motivation. This was in line with Tan (2013:41) Problem Based Learning is an innovative learning because in problem-based learning students' thinking abilities are highly optimized through group work processes or with teams systematically, so students can empower, hone, test, and develop abilities he thought continuously. It can be conclude that Problem based learning could encourage students motivation in learning writing, because as stated by Tan above Problem Based Learning is the innovative method that have a lot impacts such as develop students ability in systematically.

“Do you realize teaching learning by PBL method can make students focus in their assignment?”.

Teacher A answered, Insya Allah it will focus, which means she believes Problem Based Learning can make students focus on learning. In her explanation she said, if students are in one group and there is one or two students who do not participate in the group while the others are busy doing assignments, of course there will be a commotion. While in other conditions, if we teach students in individual, the teacher is sometimes unable to control everything. Because there are 30 total students to teach. But if students study in groups they will remind each other. Such as, what did you just do? have you ready? I made this! so that there is concern from each student for other students. For example, if there are friends who don't understand the lessons of the students in the same group, they will teach that trouble.

Added by teacher B, I also agree if students learn by using Problem Based Learning, they will be more focus on doing assignments, because students will be divided into several groups where many students who really like learning in groups. Therefore they will focus on learning. As stated by Ismail (2004:9), that the learning model presents authentic and meaningful (Problem Based Learning) problems so students can investigate and find their own. It can be said by invetigate the problem together, then investigate the assignment together will make students focus in learning. Because as interviewer said before, students will teach each other, help if there one of them who did not know the lesson. So that all of them will focus in learning lesson.

“Do you think by guiding student in PBL method was enough for student in learning writing?”

Based on the question, teacher A answers that surely it is not enough, in other words there must be other additions, such as the implementation of other methods of learning. She said, because learning by using Problem Based Learning, students will learn in a group in which students also need to learn based on individuals such as arguing individually.

While B said she agreed that Problem Based Learning was enough for students in learning, but she added that it would be nice for students to be given learning methods using other alternatives to help students think more critically. From the two arguments above, it can be concluded that both of teachers disagree and feel that it is not enough if students learn to use Problem Based Learning only. In other words it is fine, but must be balanced with other methods in order to achieve learning achievement. According to Gill (2016:6693) that methods is the term of pedagogy which main focus is on effective presentation of subject matter to have mastery over it. So to have the effective learning it must apply some of methods.

“Do you think if students present their result in the front of the class can increase their enthusiastic in learning?”

Teacher A answered of course because with Problem Based Learning all students will contribute in solving the problems faced and in the end students will feel confident and make them enthusiastic to learning.

While teacher B said of course the students would be very enthusiastic. Because if students have presented their work in front of the class, automatically the students are sure and understand what they have written. This can be seen because they have dared to present it in front of the class. It can be conclude that both of teacher agree if Problem Based Learning can increase students enthusiastic in learning because many of students when came to in the front of the class had been practice and understand the assignment that they submit before.

Based on Yazdani in Nur (2011:144) process in Problem Based Learning which are ; the orientation stage is to orient students on the problem, then the organizational stage namely organizing students to learn, followed by the inquiry stage, namely assist with independent investigations and group, then the presentation stage namely develop and present the work and show it off, and the last stage namely the analysis and evaluation stage, namely analyze and evaluate processes solution to problem. So from these steps the teacher believe by present their result in the front of the class can increase

students enthusiastic in learning. Besides they had been understood, many of students also more active in group.

“Did you realize by using PBL method could help students in understand the learning?”

Teacher A gives an answer, if she agrees that when students are taught with the problem-based learning method, students' understanding will be faster in learning or it can be said that students will understand the material being discussed. Because in the PBL method students have other friends to share knowledge, share opinions and share ideas. Besides that students also have friends to depend on if they don't understand something.

Further according to teacher B, she argue that if students learn by using problem based learning methods, students' understanding will be faster in learning. Because according to her, if the teacher applies a method it will very much influence students in the learning process, such as rapid understanding for students, make students fast and responsive in learning. By applying the PBL method, teacher B also argued that the students' thought processes would run smoothly.

This was in line with Nurhadi (2014:65) "Problem-based learning is an interaction activity between stimulus and response which the relationship between the two directions of learning and the environment, the environment provides input to students consisting of assistance and problems, while the brain's nervous system works to support aid that has been successfully rescued, managed, analyzed, and sought for a good solution. It can be conclude that using Problem Based Learning method could help students in understanding the material because there are friend who help them in expressing the ideas, and opinion.

“Did you think when the students and you analyze and evaluated the problem together could make students think more critically?”

In this question the teacher A immediately gave a clear and loud explanation “of course”, the reason is because if the teacher and students evaluate the problem together, a solution will be found such as where the weak points and weaknesses are. For example one student makes a wrong answer another student will teach and direct it to the correct form. She also added that by evaluating together the ideas of friends and other teacher could be obtained where in individual learning would not.

While teacher B gives the answer if she very agree with that statement, because if the teacher and students evaluate the problems together and interact with each other, students' critical thinking skills will increase. Because according to teacher B, if there is

direct interaction between teachers and students in expressing opinions, they will gain more knowledge as well as teacher. She also argue by sharing knowledge like being free in arguing greatly affects the mindset.

From the teacher's answer above is exactly same as Anazifa (2016:44), that students's critical thinking ability can be identified by implementing proper teaching and learning model such as Problem Based Learning method. She also added, students who involved in Problem Based Learning have critical thinking ability higher than students who involved in tradisional teaching and learning method. So, reseracher conclude from these answer given by the teacher that Problem Based Learning is the proses teaching learning that make students think more critically because in that process students and teacher analyzed problem together.

“Did you think studying in PBL method is comfortable for students to solve their problem?”

Teacher a clarified that the learning process using Problem Based Learning made students comfortable in facing problems, especially in doing assignment and other things. Such as student A does not know how to solve a problem, student B or C can cover up or provide input on the lack of student A. Because they will contribute to each other to solve problems and find solutions. Usually in group learning students who are weak in learning will look like a lack of communication with other friends, especially if the speaking is low and not right then the weak side will be obvious.

Besides, according to teacher B, PBL will be comfortable for students to solve their problems, If students like the Problem Based Learning method, such as how much they feel happy when learning with this method. Because according to her, if students like a method automaticly it will be very helpful for students in solving problems.

From those explanation by teacher, it is supported by Wood (3003:328) that pupil who have the problem, they will define their own learning objectives, after identifying the problem, the pupil study independenly, trying to discover knowledge, the strategies with which they can solve the respective problem, in working groups they confirm ideas, the solving techniques, they share with each other the acquired knowledge, refining and perfecting them, thus PBL does not suppose the mere problem solving, but it is rather strategy which has a considerable contribution at enriching and fathoming understandning. Based on the explanation given by teachers it can be said that studying in PBL method was comfortable for students to solve their problem because by using this

method students could share their ideas and give suggestions if there is someone of them who got trouble in learning.

“Do you think by using PBL method can reduce student boredom?”

Teacher A answered it can reduce students' boredom. Her reason is because if students learn in Problem Based Learning their creativity will be very influential because of the encouragement of their peers, so that students become more active and not bored in the learning process.

However, teacher B gave the answer that she agreed if students would not feel bored or their boredom would be reduced if learning with the Problem Based Learning method, teacher B also illustrated if the teacher taught with new methods such as bringing pictures that had striking colors, and when students saw them students would be interested in learning. Something will come to their mind that learning by drawing method is very interesting. As with the PBL method, if the Problem Based Learning method is able to influence their mindset then PBL will be interesting for them. Supported by Anazifa (2016:44) that said Problem Based Learning brings happiness in the classroom through teaching and learning process. It can be concluded by using PBL method can reduce student boredom, because when students felt happy in learning automatically their boredom becomes decrease.

“Do you think by using PBL method in writing lesson can make students active to reveal their suggestions or opinions?”

The teacher answered it will make students active because when students learn with Problem Based Learning, it would be able to provide arguments in writing, students would also be able to improve their writing skills, such as grammar and how to properly write.

While, teacher B answers “of course”, because when students understand the lessons students will be more flexible in responding to questions given by the teacher, such as giving advice to the teacher and adding if there are ideas or additions that students have. According to Trianto (2009: 90) problem based learning is a learning method that is based on the many problems that require many authentic investigations that are investigations that require a real solution of the real problems. It can be concluded that Problem Based Learning method is a learning method that has a problem to be investigated. Furthermore, it will make students active to express their suggestions, opinions and making arguments to the other friends.

CONCLUSION AND SUGGESTION

From the explanation of the results, the data gained from the interview that both of teacher had the good perspective in the use of problem based learning in elevating students writing. It is because Problem Based Learning had positif impacts in teching learning process to be apply. It can be seen the average answer that both of teacher always said agree if reseracher ask the questions that has been given. Based on the research finding, in statement “do you think that using PBL in the learning process can elevating students' writing skills?” and researcher found both of teachers agree with that question. Their reason because in usual students will contribute each other to complete the assignment. On the other words they dominant to do exercise such as giving opinion if there are missing from they friends. So because of that both of teacher surely by using PBL could elevating students writing skills.

Moreover, in the statement “did you realize by using PBL method could help students in understand the learning?” and teacher answer students who present the result in the front of class usually had been solving problem, and understand about the problem. So it will generate a sense of enthusiasm. This is shown many teacher agree if implement problem based learning method could improve students writing ability.

Based of all the results obtained by researcher. Researcher concluded that Problem Based Learning has a good effect on the learning process. Then the teacher responses toward PBL also got good results. This is evidenced by the teacher's answer, many students like learning in groups, especially Problem Based Learning. Because in general, students can get something they do not understand to other friends, it is different if students are taught individually. Weak students tend to be silent and will be left behind. However, if a group of students is silent, they will receive a warning from their friends and receive an explanation.

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