

Improving The Skills Of Writing Descriptive Paragraphs Through *The Problem-Based Learning (PBL)* Model Of Class V Students

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1. Abstract

This classroom action research was carried out against the background of writing activities that need to be owned by every individual. Having writing skills can help students broaden and deepen their thinking, as a forum for conveying ideas, ideas, and a separate meaning. This classroom action research also aims to describe the improvement in writing skills of descriptive paragraphs through the *problem-based learning (PBL)* model of fifth-grade students at one of the public elementary schools in the Province of Yogyakarta. The type of research used is Classroom Action Research (CAR) using the Kemmis and Mc models. Taggart. Data collection techniques in this study are data analysis techniques, observation, testing, and documentation. The data analysis technique used in this study is quantitative data analysis techniques to analyze the results of the student's writing paragraph description test and qualitative data to describe the results of observations. The results of the skills to write descriptive paragraphs in the pre-action were obtaining an average score of 48.09 with classical completeness of 17%;

Cycle I obtained an average score of 74.19 with 55% classical completeness; and saw an increase in cycle II obtaining an average value of 87.03 with 87% classical completeness. So based on the results obtained above it can be concluded that the *Problem-Based Learning* (PBL) learning model was able to improve the skills of writing descriptive paragraphs for fifth-grade students in one of the public elementary schools in the Province of DI Yogyakarta.

Keywords: writing skills, descriptive paragraphs, *problem-based learning models*

2. Introduction

Basic education cannot be separated from human life, especially in the family environment. Education is one of the important things to increase the knowledge and quality of education for the Indonesian nation to create a knowledgeable generation to increase human resources with high insight. In line with this in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System in Chapter 1 Article 1 which states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by himself, society, nation and state (Sisdiknas, 2014). In line with the views of Ki Hajar Dewantara who defines education as cultivating the natural nature of the individual, intending to maintain a life that is aimed at achieving independence to achieve safety, security, comfort, and inner and outer happiness (Hasanah, 2018: 501). Every human being will certainly get an education starting from an early age to adulthood from seeing, reading, to writing.

Learning Indonesian has a learning objective of acquiring knowledge, skills, creativity, and attitudes. There is a range of skills in the school curriculum which includes

four aspects, namely listening skills, speaking skills, reading skills, and writing skills (Ali, 2020: 35) . Writing activities in learning Indonesian are closely related to the skills that each individual should have. According to (Dalman, 2018) writing can be a vessel for conveying ideas/thoughts, ideas, and a feeling that is being experienced in written form which can contain its meaning. Having the ability to write can help students broaden and deepen their thinking so that they can prevent problems and construct their own experiences (Khair, 2018: 90-91). According to (Suparno in Damayanti: 2023) writing is a creative process of expressing ideas in the form of written language for one purpose, such as entertaining, convincing, or telling. One type of writing is writing descriptive paragraphs. Description emphasizes more on disclosure through a series of words. Descriptive paragraphs are essays that describe something that seems to be alive or real before our eyes (Purwanti, 2018: 103).

Based on the results of observations of fifth-grade students at one of the Public Elementary Schools in Yogyakarta Province, in the Indonesian language subject, there were still various problems encountered during the implementation of learning activities. Students still have difficulty accepting material because teachers still use simple or conventional learning methods. This situation makes students experience difficulties when expressing their ideas and ideas in writing in Indonesian language learning, so in this case, students tend to be less able to think critically and unable to develop their potential. In addition, students also have not been able to develop imaginative ideas and ideas so in writing descriptive paragraphs they do not know the right and proper way. Students tend to be engrossed in playing alone when the teacher is explaining the subject matter.

Therefore, this study focuses on improving the skills of writing descriptive paragraphs for fifth-grade students at one of the public elementary schools in Yogyakarta

Province to improve the skills of writing descriptive paragraphs. So this research will use the *Problem-Based Learning* (PBL) learning model as an alternative, which hopes to encourage students to be able to think critically in solving a problem and can encourage students to construct their knowledge. According to (Nurdin, 2018) in the 2013 curriculum, problem-based learning is one of the suggested models to be applied by teachers. *The Problem-Based Learning* learning model is an innovative learning model that can provide active learning conditions for students (Kusrianti in Junaedi, 2020: 230). In line with the above, *Problem-Based Learning* is a learning model that involves students in solving real problems, this model causes motivation and curiosity to increase (Qodriah in Junaedi, 2020: 230).

Based on some of the theories above, it can be concluded that the *Problem-Based Learning* (PBL) learning model is a learning model that becomes the context of the problems to be studied to be able to develop critical thinking and be able to solve problems (Nurwahid, 2021: 2220). Sumantri (Atmaningsih. Dyah, 2019) states that the PBL model steps are; 1) Orientation of students to problems: in this case, the teacher explains the learning objectives, explains the required material tools, proposes phenomena or demonstrations or stories to raise problems, motivates students to be involved in solving selected problems, 2) Organizes students to learn: the teacher helps and organize students to find out their tasks in solving problems and the teacher divides study groups, 3) Guiding individual and group investigations: the teacher encourages students to gather information to solve problems, 4) Develop and present work: the teacher directs students to prepare work or solutions the problem to be able to share with other friends or presentations, 5) Analyze and evaluate the problem-solving process: the teacher helps to reflect or evaluate the results of his work (Wiguna Sapta, 2020). As explained above, this research was conducted to know the improvement of skills in writing

descriptive paragraphs through the *Problem-Based Learning* (PBL) learning model for fifth-grade students. elementary school students.

3. Method

3.1. Participants and context

The method used in this study is a class action research method that refers to the Kemmis and Mc Taggart models which consist of 4 components; (1) planning, (2) acting, (3) observing, (4) *reflecting* (Nugraha J. &., 2019). *This classroom action* research has a research subject, namely fifth-grade students at one of the public elementary schools in the Province of DI Yogyakarta, totaling 31 students consisting of 14 male students and 17 female students. While the object of this research is the skill of writing descriptive paragraphs for fifth-grade students at one of the public elementary schools in Yogyakarta Province. This study used quantitative data analysis techniques to analyze the results of students' writing paragraph description tests and qualitative data to describe the results of observations. Quantitative data analysis techniques are analyzing activities after data from all respondents have been collected (Sugiyono, 2018: 147). Quantitative data comes from student learning outcomes to measure students' cognitive abilities in writing descriptive paragraphs.

Meanwhile, the qualitative data analysis technique is an inductive analysis, namely an analysis based on the data obtained, then a certain relationship pattern is developed or a hypothesis is developed, then based on the hypothesis, the data is searched again and again until it can be concluded whether the hypothesis is accepted or rejected. (Sugiyono, 2018: 335). Quantitative data comes from observations of student activities in the learning process which integrates data collection activities, data reduction, data presentation, and conclusions on data results.

3.2. Material

The data in this study came from the results of teacher interaction with students during the learning process of writing descriptive paragraphs. The data collection is done through observation, tests, and documentation.

1. Observation

Observation is a form of observation or technique that is carried out by careful observation and systematic notes (Kristyanawati, 2019). Observation techniques in this study were carried out by researchers by observing and planning students' abilities in implementing Indonesian language learning, especially in writing descriptive paragraphs. Observation activities are carried out using the observation sheet that has been prepared.

2. Test

A test is a tool or procedure used to find out and measure something in an atmosphere in a way and rules that have been determined (Kristyanawati, 2019). The tests in this study were carried out when students worked on the observation sheets in the LKPD given by the teacher.

3. Documentation

Documentation is a record of events that have passed in the form of writing, drawings, and monumental works of a person. Documentation in this study is used to strengthen data obtained from observations and tests during the learning process (Sugiyono, 2018: 329).

3.3. Data collection and analysis

This study used quantitative data analysis techniques to analyze the results of students' writing paragraph description tests and qualitative data to describe the results of observations. Data collection techniques from this study came from observation,

tests, and documentation. The following is the observation sheet instrument used as a research tool to make observations in the teaching and learning process to obtain the desired data. The observation sheet used is the observation sheet of student activity in the process of learning descriptive paragraph writing skills.

Table 1. The rubric of the Student Activity Observation Sheet

No	Indicator	Description
1	Students are serious about learning to write descriptive paragraphs.	
2	Students are enthusiastic in expressing their ideas.	
3	Students have an interest in writing descriptive paragraphs.	
4	Students actively participate in discussions about writing descriptive paragraphs.	
5	Students feel motivated and interested in learning with the <i>problem-based learning model</i> .	
6	Students dare to read the results of the discussion and the results of writing descriptive paragraphs that they have made in front of the class.	

Meanwhile, the tests given to students are in the form of essay tests or writing descriptive paragraphs in the form of LKPD which are given at the end of each cycle (Afridiani, 2020: 12). The aim is to find out whether the students' descriptive paragraph writing skills improve after using the *problem-based learning* (PBL) learning model. The following is a rating grid.

Table.2 Assessment Paragraph Writing Assignment Assessment Grid
Description

NO	Elements assessed	Max Score
1	Ideas	30
2	Content organization	25
3	Grammar	20
4	Style: choice of structure and vocabulary	15
5	Spelling	10
	Amount	100

Nurgiyantoro, 2001: 440 in (Evita, 2023)

Table.3 Writing Skill Assessment Rubric Paragraph Description

NO	Assessed Elements	Assessment Indicator	Score
1	Ideas	The ideas put forward are by the theme, in a clear description and the development of ideas is very in-depth.	30
		The ideas put forward are according to the theme, the description is quite clear and the development of ideas is quite in-depth.	25
		The ideas put forward are by the theme, in describing things that are not clear and the development of ideas is not deep.	15
		The ideas put forward are not by the theme, the description is not clear and the development of ideas is not deep.	10

2	Content organization	Content organization is clear, well-organized, logically sequenced, and cohesive.	25
		Content organization is clear, and well organized, but lacking in completeness and cohesion.	15
		Content organization is less clear, less organized, less complete, and less cohesive.	10
		Content organization is unclear, and the sequence is illogical and is not cohesive.	5
3	Grammar	The grammar is complex and clear.	20
		The grammar is simple but effective.	15
		The grammar is unclear and the meaning is confusing.	10
		Uncommunicative and unclear grammar.	5
4	Style: choice of structure and vocabulary	The choice of words and expressions in the formation of words is precise and clear.	15
		The choice of words and expressions in the formation of words is less precise but not disturbing.	11
		The choice of words is limited, errors often occur in the use of vocabulary and damage the meaning.	7

	Careless or inappropriate word selection and low vocabulary usage.	3
5	Spelling	
	Spelling is precise and clear according to its meaning.	10
	There is a spelling error but does not lose meaning.	8
	There are spelling errors and ambiguous meanings.	6
	There are many spelling errors, ambiguous meanings, and illegible writing.	4

3.4. Ethical considerations

Quantitative data analysis techniques were used in this study to calculate the test results of writing paragraph descriptions of students learning Indonesian in each cycle, while qualitative data were used to describe the results of teacher observations of student activities during the learning process of writing descriptive paragraphs using the Problem-Based Learning *model*. PBL) to motivate students in problem-solving (Suari, 2018). The indicator of success in this study is the cognitive domain of at least 75% of all fifth-grade students experiencing minimal mastery of classical learning by achieving the Minimum Mastery Criteria (KKM), which is 75.

3.5. Study limitations

The hypothesis in this study is that the use of the *Problem-Based Learning* (PBL) learning model can improve the skills of writing descriptive paragraphs for fifth-grade

students in the learning process, especially in the Indonesian language subject for the 2022/2023 academic year.

4. Results and Discussion

The data used in the study were obtained from pre-action activities, cycle I and cycle II, and student activities during the learning process, especially when writing descriptive paragraphs using *the Problem-Based Learning* (PBL) model. The results of students' writing paragraph description skills can be seen from the data as follows.

Table 4. Results of Students' Writing Paragraph Description Skills

No	Assessed Elements	Preaction		Cycle I		Cycle II	
		Score average	Percentage	Score average	Percentage	Score average	Percentage
1	Ideas Ideas	15.64	52.1%	24.0	80%	27.7	92%
2	Content organization	9.67	38.68%	16.9	68%	20.5	82%
3	Grammar	9.51	47.55%	15.0	75%	17.4	87%
4	Style: Choice of structure and vocabulary	8.09	53.73%	11.8	78%	12.4	83%
5	Spelling	6.32	63.2%	8.5	85%	9	90%
	Average total number of scores	48.09		76.19		87.03	
	Completed student presentation	17%		55%		87%	

Based on the results of the table above, it can be seen that in the pre-action activities where the appropriate learning model was not used, the students' results were still low in the activity of writing descriptive paragraphs, then increasing in each cycle. The results of the average total score in the pre-action section before using the *Problem-Based Learning* (PBL) learning model were 48.09 with incomplete criteria. In the first cycle, they started using the *Problem-Based Learning* (PBL) learning model which has an average total score of 76.19 which has experienced a slight increase and is in the completion criteria. However, researchers are still researching to further improve the results of skills in writing descriptive paragraphs by conducting cycle II which also uses the *Problem-Based Learning* (PBL) learning model, and after reflecting on the results of cycle I that cycle II increases beyond completeness criteria. The average value in cycle II is to get 87.03 with complete criteria. The percentage of students' completeness in the pre-action was 17%, the first cycle was 55%, and the second cycle was 87%. A brief and clearer explanation of the data above can be seen from the graph as follows.

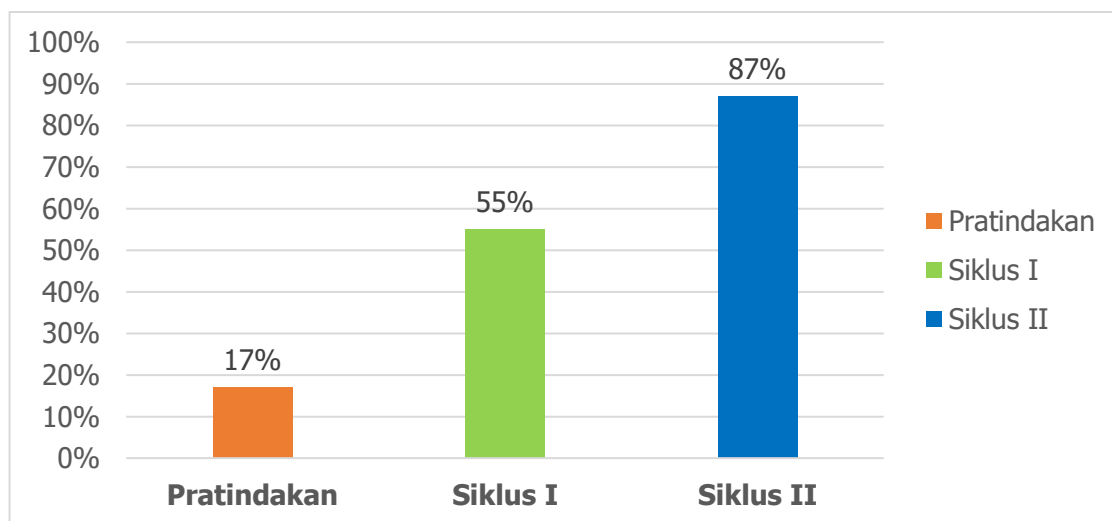


Figure 1. Graph of Comparison of Student Completeness Percentages

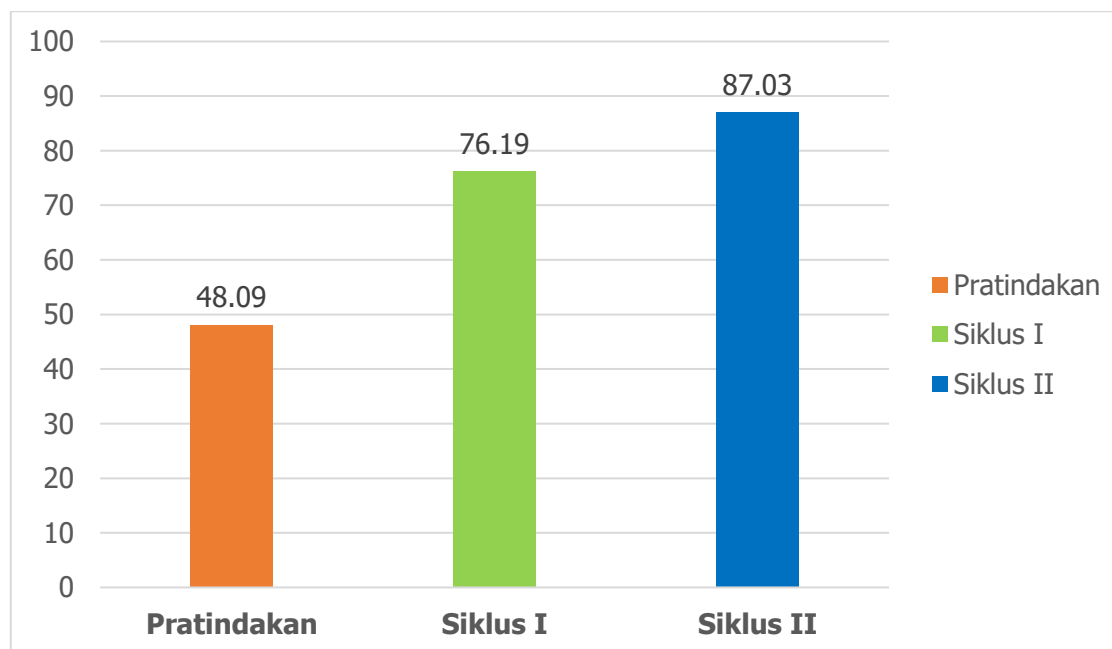


Figure 2. Graph of average student scores between cycles

5. Conclusion

Classroom action research conducted on fifth-grade students at one of the elementary schools in Yogyakarta Province concluded that the use of the *Problem-Based learning model Learning* (PBL) can improve skills in writing descriptive paragraphs and increase student activity in the learning process that uses a problem-based learning model. This can be seen from the results of the average value of each cycle which has increased. The results of the action before using the *Problem-Based Learning* (PBL) learning model were 48.09 with a minimum completeness percentage of 17%. In cycle I, they started using the *Problem-Based Learning* (PBL) learning model which gets an average total score of 76.19 with a minimum percentage of completeness of 55%. Researchers are still researching to further improve the results of skills in writing

descriptive paragraphs by conducting cycle II which also uses the *Problem-Based Learning (PBL)* learning model after reflecting on the results of the cycle I that in cycle II the improvement exceeds the completeness criteria. The average value in cycle II is to get 87.03 with a completeness criterion of 87%.

Problem Based Learning (PBL) learning model which also increased at each meeting or each cycle. Student activities in the learning process using *the Problem-Based Learning (PBL)* learning model have several indicators as tools for observation. The first indicator is that students are serious about learning to write descriptive paragraphs, in pre-action there are still students who are less serious about learning to write descriptive paragraphs when the teacher has not used the Problem-Based Learning (PBL) learning model, *cycle I* in the first indicator has seen enough improvement from some students who were serious in the process of learning to write descriptive paragraphs, in cycle II there was a good increase and most students were serious in learning to write descriptive paragraphs.

The second indicator is that students are enthusiastic about expressing their ideas. The pre-action activities did not show that students were enthusiastic in expressing opinions because they were not confident with the results of their writing and the teacher also did not attract students' attention in learning. In the first cycle, there was an increase in using the *Problem-Based Learning (PBL)* learning model which was quite increased, there were students who were enthusiastic about expressing their ideas, and in the second cycle, there was an increase again with many students who were already excited about expressing their ideas in written and oral form.

indicator is that students have an interest in writing descriptive paragraphs. In the pre-action, there were still many students who had difficulty expressing their ideas in written form so students' interest in writing was low. In cycle II most students have

experienced an increase in interest and are interested in writing descriptive paragraphs. The fourth indicator is that students actively participate in discussions about writing descriptive paragraphs. The students' pre-action activities were seen to be still not active in expressing their ideas before using the PBL model. In cycle I using the PBL model, it has started to experience a significant increase in participation in discussions on writing descriptive paragraphs. In cycle II there was a good improvement, most of the students were able to participate actively in the discussion write descriptive paragraphs, and dared to ask the teacher when experiencing difficulties.

The fifth indicator is that students feel motivated and interested in learning using the *Problem-Based Learning* (PBL) learning model. The teacher's pre-action activities have not used the PBL model and tend to be conventional learning so students are not motivated. In the first cycle, they started using the *Problem-Based Learning* (PBL) learning model. It was seen that some students were motivated enough to take part in learning to write descriptive paragraphs. In cycle II, they still used *the Problem-Based Learning (PBL)* learning model, which experienced an increase in the majority of students already feeling motivated in learning. The sixth indicator is that students dare to read the results of the discussion and the results of writing descriptive paragraphs that have been made in front of the class (Putri, 2021: 368). In this pre-action section, students did not dare to read their writing, only a small number of students dared and were not ashamed. Cycle I when the teacher had implemented the *Problem-Based Learning (PBL)* learning model began to experience a significant increase, a small number of students dared to read the results of writing descriptive paragraphs. Then, in cycle II they still used the *Problem-Based Learning (PBL)* learning model which experienced a good improvement, almost all students dared to read the results of writing the descriptive paragraphs that had been made.

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