

The Influence of Problem Based Learning Model and Learning Motivation to Expository Writing Text Ability of Students Grade VII MTs N 1 Bukittinggi

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Abstract: *This research aimed to describe the influence of Problem Based Learning Model and Learning Motivation to Expository Text Writing Skills of Students Grade VII MTsN Bukittinggi. The type of research is quasi experiment and the design used is factorial design 2x2. Sampling is done by purposive sampling. Data analysis and discussion were conducted through descriptive-analysis. The analysis results of data were as follows. First, writing expository text taught using the Problem Based Learning model is better than students taught by conventional learning models. Second, Second, writing the expositional text of students who have high learning motivation taught by using Problem Based Learning model is better than those taught with conventional learning model. Third, writing the expositional text of students who have low learning motivation taught by using Problem Based Learning model is better than those taught with conventional learning model. Fourthly, there is no interaction between learning motivation and the learning model in influencing the ability to write expository text of students. In the next description, PBL is used for Problem Based Learning.*

Keywords: *Expository Text Writing, Problem Based Learning, and Motivation to Learn*

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Introduction

The learning at schools is one place where the learning process happened. Learning in schools should be able to stimulate active students in the learning process and can increase students' enthusiasm in learning. The Indonesian language learning in Curriculum 2013 is text-oriented. Indonesian language learning is not just a knowledge of language, but a text that serves as a source of self-actualization of its users in academic social and cultural context. Kemendikbud (2013) states that the text is a language contained in a context and contexts of cultural situations. The situation context is the immediate environment within the text, while the culture is the norm value system that represents a belief in a culture.

One of the writing lessons at SMP/MTs level is writing expository texts. Writing expository texts in Curriculum 2013 is listed in Main Competencies (KI) 4 and KD 4.1. Through KI 4 are required students

ability to try, process, and present in a concrete domain (using, parsing, assembling, modifying, and making) and abstract domain (writing, reading, counting, drawing and composing) in accordance with what is learned in school. In KD 4.1 are required students ability to compose texts of observation, descriptive, exposition, exposition, and short stories according to the characteristics of the text to be made both orally and in written.

The expository text is also used to be called as exposure, which is one of the essays that describes or analyzes a subject that can broaden the reader's knowledge and view. The author tries to explain the events or problems in an analytical and detailed interpretation of the facts presented. Kemendikbud (2013: 195) explains the expository text is a type of text that serves to express ideas or suggest something based on strong arguments. The social function of the expository texts is used to propose personal opinions about something, such as advice.

Furthermore, to enhance students ability in writing expository text in accordance with the purpose of learning, the competencies that must be mastered by students are as follows. First, students should be able to expose aspects of the content in the expository text seen from the appropriateness of explanations with the topic of writing, which logical, systematic, and communicative. Second, the students should be able to master the structure of the expository text which consists of thesis, argument, and reaffirmation. Third, the students should be able to master the linguistic aspects of the expository texts which include spelling (the use of letters, words spelling, and the use of punctuation), diction, and effective sentences that mark the existence of expository texts, to the effort of creating or composing their own expository text in oral form write.

Based on preliminary observation and the author interview with Indonesian language teacher at MTsN 1 Bukittinggi, Mrs. Afriani, S,Pd, on January 18th 2017, it can ne concluded several matters found on students of grade VII MTsN 1 Bukittinggi in writing the expository text. Those are as follows : (1) low students' comprehensions about expository text, (2) limited knowledge, ideas, and thoughts in constructing the expository text, (3) less understanding of students in comprehending the structure and rules of the expository texts, (4) students were less awareness to the punctuation, diction, and effective sentences in writing, (5) low motivation of students to learn Indonesian language. All those matters caused low ability of students in writing expository text.

Some mistakes that students did in writing the expository text can be seen from the previous research conducted by Dlaroza (2015). The conclusions of the research are aas follows. First, students made mistakes in writing the expository text that consists of three errors, those are the mistakes in the text structure, spelling, and language particle. Second, the failure of text structure and linguistic elements is caused by several factors, such as the lack of writing practice, the low frequency of Indonesian language usage in daily life, the lack of guidance from the teacher, and students follows the wrong used of Indonesian language that comes from the teacher.

Those problems are also related to the students motivation to learn. Learning motivation is one of the factors that influence students in doing activities. Student motivation can be influenced by the model or techniques that the teacher used in the learning process. Therefore, teachers are required to design learning so as to generate interest and motivate students in learning. Learning motivation can be defined as an impetus inside the student to conduct the learning activities in achieving an objective. This is due to the research by Azkiya (2017), stated that motivating students means driving them to do something or passionate of doing something. Therefore, learning motivation take a very important role in providing passion, enthusiasm, and a sense of calm in learning so that those who have high learning motivation have a lot of energy to carry out the learning activities. By having high learning motivation, students can participate in the learning activity to write especially learning to write the expoitory text with the results that the comprehension to the expository text have a well achievement.

Otherwise, without the learning motivation, it is impossible for the students to do the learning activities and hard to reach success learning. The motivation to learn inside the students will stimulate themselves to reach high achievement optimally. Reffering to the research results conducted by Satini (2014), that there is a significant correlation between the motivation to learn and writing skills. Learning motivation contributed positively in writing skills. It means that students with high learning motivation will

reach high learning results. Otherwise, students with low learning motivation will reach low achievement in learning results. Furthermore, *Widhiantari (2011)* stated that the success learning process at schools can be seen from the learning results of students. The used of learning model will influence significantly to the learning results. One of the learning model which will improve students motivation is Problem Based Learning. In the next explanation, PBL is abbreviated for Problem Based Learning.

PBL model is oriented to the formation of students mindset and actions to be more analytical, systematic, logical, and scientific. Through PBL model students can find their own information and concepts about learning materials. Students are invited to think, hypothesize, and test the hypothesis together to find the truth of the hypothesis formulated in the form of conclusions or generalizations. This is in accordance with the results of *Melia's (2016)* study that the Problem Based Learning model encourages actual and potential development of students. This series of activities is very suitable for use in writing exposition text writing because Problem Based Learning is one type of learning model that encourages students to think systematically, so that students can empower, sharpen, test, and develop their thinking skills continuously.

This research was conducted at MTs Negeri 1 Bukittinggi in the academic year 2016/2017 first semester of class VII. Based on the description, this study has four purposes as follows. First, explain the difference of students learning result in expository writing skill taught by using PBL model with students taught by using conventional learning model of class VII student MTsN 1 Bukittinggi. Second, explaining the difference of learning result in expository text writing skill which have high learning motivation taught by using PBL model with students who have high learning motivation taught by using conventional learning model in grade VII students MTsN 1 Bukittinggi. Third, explaining the difference of learning result in expository writing skills among students who have low learning motivation taught using PBL model with students who have low learning motivation taught by using conventional learning model in grade VII students MTsN 1 Bukittinggi. Fourth, explaining the interaction between the learning models with learning motivation to the ability in writing expository text of students grade VII MTsN 1 Bukittinggi.

Method

This type of research is quantitative research. The procedure of data processing research conducted in this study is required to use the numeric. The numbers referred in a motivation questionnaire score and score from the test results of writing expository text students grades VII MTsN 1 Bukittinggi. This research is done by using quasi experiment method, that is a research which aims to obtain information from experiment based on treatment to a unit of experiment in design boundaries specified in the experimental class so that data can be obtained that describes what is expected. The design used is 2x2 factorial. The implementation of this research includes the presentation of learning using PBL model and presentation of conventional learning model.

The population in this research is students grade VII MTsN 1 Bukittinggi whose registered in 2016-2017 academic year. Students of grade VII was distributed into ten classes with the amount of 300 students. In connection with the large population number and more than 100 students, it is necessary to draw the samples. Therefore, the selection of this sample uses only two classes to be designated as a research sample. The instrument used in collecting data is questionnaire and performance test. The data collection by using questionnaire was done to obtain learning motivation data. Performance test was conducted to measure the skills in writing expository text.

The questionnaire of learning motivation with 50 statements have been compiled and validated by Prof. Dr. Gusril, M.Pd. Based on validation results, it can be concluded that the revised questionnaire can be used as the instruments to measure the motivation with corrective to some items. The questionnaire sheets in this research do not required to be tested because it has been validated by the experts and being used by *Roza (2015)*. Therefore, the questionnaire was assumed as the standardized and fulfilled the requirements to be used. The questionnaire sheets that used to measure the learning motivation were presented in the form of statements and analyzed in each item based on the internal and external factors.

Thereafter, the performance test were used to measure students learning results as the material have been taught to the students. The steps in drawing up the instruments are as follows. First, designing

the grid based on the indicator in writing the expository text. Second, compiling the question items in accordance with the indicator of the tests. Third, making a rational analysis to see the conformity of the items with the aspects measured. Fourth, constructing an assessment rubric of expository text writing skill. Fifth, constructing a Draft Implementation of Learning and the test instruments of writing the expository skills. Sixth, the Draft Implementation of Learning and the test instruments of writing the expository skills must have been validated and consulted first with the validator lecturer, Dr. Abdurrahman, M.Pd with the validation results that the performance instruments can be used for the research. Moreover, the learning implementation plan and research instruments are also validated by Indonesian language teacher at MTsN 1 Bukittinggi.

Data collection is done twice with two different instruments. The first data was collected by using questionnaires to measure students' learning motivation. Questionnaire is given after carrying out the final lesson and tes. Meanwhile, the second instrument of this study in the form of performance test writing exposition text. This test is based on indicators and basic competencies of Indonesian class VII class semester even. This performance test is performed once to measure the ability to write exposed text after treatment is given. Questionnaires of student learning motivation are analyzed as follows: First, read the questionnaire that has been filled by the students. Second, identify each question contained in the questionnaire answered by the student. Third, give a score on each questionnaire question that has been identified.

The technique of data analysis of performance test is done by following the steps as follows: First, read the result of writing expository text done by students. Second, identifying which includes research data or not. Third, give a score on the result of writing expository texts that students do. Scoring is done by subject teachers (P1), namely Afriani, S. Pd. and researchers (P2). Fourth, change the score to a value based on the PAP (Benchmark Reference Assessment). Fifth, grouping ability to write expository text of students based on PAP. Next, data analysis of research results using statistical methods to see the ability to write expository text students. The data analysis is sample data, sample data with high motivation, sample data test with low motivation using normality test, homogeneity, and hypothesis to see the skills of writing expositional text by students of VII class MTsN 1 Bukittinggi.

Result

Overall research data on the experimental class and control class. Such explanations include (a) the result of the exposition of the exposition of the text as a whole in the experimental class; (b) the result of writing skills of expositional text of students have high learning motivation in the experimental class; (c) the result of the students' writing exposition writing skill has low learning motivation in the experimental class; (d) the result of the exposition of the exposition of the text as a whole in the control class; (e) students' writing skill results have high learning motivation in the control class; (f) the result of the expository writing skills of the students has low learning motivation in the control class. The descriptions are described in the following explanation.

Table 1. Data Test Result Text Writing Exposition Experiment Class

Class	Highest Value	Lowest Value	X	N	S
Experiment	95,00	71,00	85,00	30	7,17

Based on table 1. above, the result of the expository writing writing skill carried out in the experimental class can be described that the average score for the experimental class is 85.00 with the number of students 30 people. The maximum value obtained by students in the experimental class is 95 with a frequency of 2 people while the minimum value for the experimental class is 71.00 with a frequency of 2 people. Meanwhile, standard deviation in the experimental class is 7.17.

Table 2. Data Test Result Skills Writing Text Exposition Having High Learning Motivation Experiment Class

Class	Highest Value	Lowest Value	X	N	S
Experiment	90,00	81,00	85,73	15	3,20

Based on table 2. above, the result of the students' high learning motivation writing skill test skill carried out in the experimental class can be explained that the mean for high learning motivation in the experimental class is 85.73 with the number of students 15 people. Maximum score obtained by student is 90,00 with frequency 1 person while minimum value is 81,00 with frequency 2 person. Meanwhile, the standard deviation is 3.20.

Table 3. Data Test Results Text Writing Skills Exposition of Students Who Have Low Motivation Learning in Experimental Class

Class	Highest Value	Lowest Value	X	N	S
Experiment	95,00	71,00	86,07	15	8,18

Based on table 3. above, the result of the skill of writing the text of the student's low motivation learning position applied in the experimental class can be explained that the mean for low learning motivation in the experimental class is 86,07 with the number of students 15 people. The maximum value obtained by students is 95.00 with a frequency of 1 person while the minimum value is 71.00 with a frequency of 1 person. Meanwhile, the standard deviation is 8.18.

Table 4. Data Test Results Writing Skills Text Exposition Class Control

Class	Highest Value	Lowest Value	X	N	S
Control	94,50	61,50	74,55	30	8,88

Based on table 4 above, the results of the expository text writing skills exercised in the control class can be described that the average score for the control class is 74.55 with the number of students 30 people. The maximum value obtained by students in the control class is 94.50 with a frequency of 1 person while the minimum value for the control class is 61.50 with a frequency of 2 persons. Meanwhile, the standard deviation in the control class is 8.88

Table 5. Results of Text Writing Skills Tests for Student Expositions Having High Learning Motivation in Control Class

Class	Highest Value	Lowest Value	X	N	S
Control	94,50	67,50	79,50	15	2,91

Based on table 5. above, the result of the students' high motivation learning exposition writing skill test conducted in the control class can be described that the mean for high learning motivation in the control class is 79.50 with the number of students 15 people. The maximum value obtained by students is 94.50 with a frequency of 1 person while the minimum value is 67.5 with a frequency of 2 people. Meanwhile, the standard deviation is 2.91.

Table 6. Data Test Results Text Writing Skills Exposition of Students Who Have Low Motivation Learning in Control Class

Kelas	Highest Value	Lowest Value	X	N	S
Control	89,00	61,50	69,6	15	6,79

Based on table 6. above, the result of the students' low motivation learning exposition writing skill test conducted in the control class can be described that the mean for low learning motivation in the

control class is 69.6 with 15 students. The maximum value obtained by students is 89 with a frequency of 1 person while the minimum value is 61.50 with a frequency of 2 people. Meanwhile, the standard deviation is 6.79.

Discussion

This discussion described on four subjects of study that are related to the theories that have been put forward in the previous section, they are: (1) the skills of writing expository texts taught by using PBL learning model and conventional learning model, (2) writing skills of expository students who have motivation high learning taught by using PBL learning model and conventional learning model, (3) writing skills of expository students who have low learning motivation taught by using PBL learning model and conventional learning model, (4) interaction between learning motivation and PBL learning model in affecting the skills of writing expository texts.

The results of the first hypothesis testing show that the overall result of the students' expository text writing skills using the PBL learning model is better than the students' expository text writing skill using a conventional learning model. The value obtained by the students in the experimental class is higher than the value obtained by the students in the control class. The result of the second hypothesis testing shows that writing skills of expository students who have high learning motivation taught using PBL learning model is better than the ability to write exposition text of students with high learning motivation taught using conventional learning model. The value obtained by the students in the experimental class is higher than the value obtained by the students in the control class.

The result of the third hypothesis testing shows that students' exposition writing skills have low learning motivation taught by using PBL learning model higher than students with low learning motivation taught by conventional learning model. The value obtained by the students in the experimental class is higher than the value obtained by the students in the control class.

Interaction occurs when the effect of one factor depends on the other factor in influencing something, this is in accordance with the opinion of Irianto (1014: 115). This means that each factor between the PBL learning model and the learning motivation are interdependent with each other in influencing students' exposition writing text skills

Conclusion

Based on data analysis and discussion which has been stated in chapter IV, it can be concluded that PBL learning model influences the ability of writing exposition text. The effect can be explained as follows. First, the ability to write expository texts of students taught by using PBL learning models is better than the ability to write expository texts of students taught by using conventional learning models. Second, the ability to write expository texts of highly motivated learning students taught with PBL learning models is better than the ability to write exposition texts of highly motivated learning students taught with conventional learning models. Third, the ability to write expository text of students with low learning motivation taught by PBL learning model is better than the ability to write expository text of students with low learning motivation that is taught with conventional learning model. Fourth, there is no interaction between PBL learning model and learning motivation in influencing the ability to write exposition text.

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