

Improving the Ability of Writing Explanation Text Using the Problem-Based Learning Model in Class VIII Students of Prince Diponegoro Smpit Daarul 'Ilmi Bandarlampung

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ABSTRACT

The low ability to write explanatory texts for class VIII students of Prince Diponegoro, SMPIT Daarul 'Ilmi Bandarlampung is the problem raised in the research. Therefore, researchers conducted research aimed at describing 1) lesson planning, 2) learning implementation, 3) learning assessment, and 4) increasing learning to write explanatory texts using the Problem Based Learning model.

This research is classroom action research whose process consists of four stages, namely planning, implementing, observing, and reflecting. Classroom action research was carried out in two cycles. Each cycle consists of two meetings. Data collection techniques are carried out through observation and learning achievement tests.

The results of the study showed an increase in learning. The increase that occurred was in 1) learning planning using the Problem Based Learning model, in cycle I got a score of 73.75 in the good category while the preparation of lesson plans in cycle II obtained an assessment result of 88.75 in the good category, 2) implementation of learning using the model Problem Based Learning in cycle I obtained a score of 75.2 in the sufficient category, while the implementation of learning in cycle II obtained a value of 89.95 in the good category, 3) assessment of learning using the Problem Based Learning model in cycle I obtained an average of 75.1 in the category complete while in cycle II an average score of 83.7 was

obtained in the complete category, (4) learning activities as a whole when viewed from the results of the assessment of the preparation of learning plans, implementation of learning, and learning assessments of cycle II were better than pre-cycle I.

Keywords: writing ability, explanatory text, Problem Based Learning

INTRODUCTION

Education has an important role in the development of students. Education is a means for students to acquire knowledge, develop potential, talents and skills that will be used to face future challenges. Good education must be supported by effective and quality learning. Effective and quality learning is learning whose learning objectives are achieved optimally.

In the 21st century, learning has challenges that emphasize students being able to think critically and put their thoughts into text. One of the texts that must be mastered by students is explanatory text. Kosasih (2014) says an explanatory text is a text that explains a process or event regarding the origin, process, or development of a phenomenon in the form of natural, social or cultural events. Priyatni (2014) also argues that the explanatory text is a text that contains an explanation of processes related to natural, social, knowledge, cultural and

other phenomena.

Based on the material in the 2013 curriculum, writing explanatory texts studied in class VIII SMP at KD 4.10 presents information, data in the form of explanatory texts about the process of occurrence of a phenomenon orally and in writing with attention to structure, linguistic elements, or oral aspects. Setiarini (2014) reveals that students must be able to understand the aspects of writing explanatory texts, namely the structure of explanatory texts, linguistic characteristics/rules, writing accuracy, and choice of words or diction.

Facts in the field regarding learning explanatory text show that students' ability to achieve competency is still relatively low. Wahyuningtias (2015) states that students' ability at explanatory text materials is still low due to several factors, namely (1) lack of interest in learning, (2) lack of concentration, (3) students do not understand the material, (4) students have difficulty developing ideas, and (5) students have not been able to use good and correct writing. Hati (2016) also explained that students still experience difficulties in writing explanatory texts.

Many factors influence the low skills of students' explanatory text writing, one of which is the approach and learning model when delivering material about explanatory texts. Hadiansyah et al (2021) stated that learning explanatory texts using appropriate learning approaches and models is considered effective for applying learning and building students' critical thinking skills and writing skills.

Mudlofir (2017) said that the Problem Based Learning model is an innovative learning model that can provide active learning conditions for students. Prior to that, Duch in Shoimin (2014) also argued that the Problem Based Learning model was a learning model characterized by real problems as a context for students to learn to think critically and be skilled at solving problems and acquiring knowledge.

Learning with Problem Based Learning was once carried out by Fauziatun Azhima (2022) who stated that students became active in learning to find their own ideas or ideas in writing explanatory texts. Previously, Gabriella (2019) stated that problem-based learning applied by researchers in learning can increase students' interest in participating in learning. Based on this statement, a study will be carried out entitled Improving the Ability to Write Explanatory Texts Using the Problem Based Learning Model for Class VIII Students of SMPIT Daarul 'Ilmi Bandarlampung.

LITERATURE REVIEW

A. Learning

Rombepajung (1988) states learning is the acquisition of a subject or the acquisition of a skill through lessons, experience or teaching. Mieke and Nyoman (2019) explain that learning is a whole series of activities or activities that are carried out consciously by a person and result in changes in him in the form of additional knowledge or skills based on his senses and experience. Rusman (2014) says that learning is essentially a process of interaction between researchers and students, both direct interactions such as direct face-to-face activities and indirect interactions such as using various learning media. Based on the expert's opinion, it can be concluded that learning is a series of activities carried out by educators to students to provide an understanding of knowledge or skills.

1. Problem Based Learning Models

Kosasih (2014) explains that the problem-based learning model is a learning model that is based on the problems faced by students related to the KD being studied. Hamdayana (2014) explains that the problem-based learning model can be interpreted as a series of learning activities that emphasize the process of solving problems faced scientifically. Furthermore, according to Abidin (2014), that the

problem-based learning model is a learning model that provides authentic experiences that encourage students to learn actively, construct knowledge, and integrate learning contexts in schools and learn in real life naturally. Hosnan (2014) explains that the problem-based learning model is a learning model that uses real, unstructured and open-ended problems as a context for students to develop problem solving and critical thinking skills while building new knowledge.

Based on the expert's opinion, it can be concluded that the Problem Based Learning model is a cooperative type learning model. This learning model trains students to study in groups, learn to solve problems and find solutions to existing problems.

2. Write

Tarigan (2013) states that writing is deriving or depicting graphic symbols that describe a language that is understood by someone so that people can read these graphic symbols. Semi (2007) also said that writing is essentially a transfer of thoughts or feelings into the form of language symbols. In line with this, Nurgiyantoro (2010) states that writing is an activity of expressing ideas through the medium of language.

From some of these opinions, it can be concluded that writing is an activity of expressing ideas using graphic symbols that describe a language that is understood by people who can read it.

3. Explanatory Text

Restuti (2013) revealed that an explanatory text is a text that explains or explains natural and social processes or phenomena. In line with this, Priyatni (2014) revealed that the explanatory text is a text that contains an explanation of processes related to natural, social, cultural science, and other

phenomena. An explanation comes from questions related to why and how an event can happen. Mahsun (2018) also explains that the explanatory text is a text that has a social function of explaining or analyzing the occurrence of something.

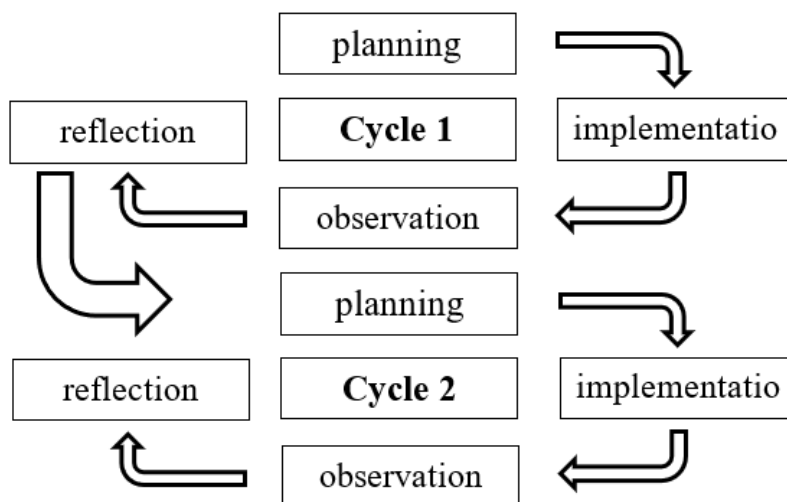
Based on this understanding, an explanatory text is a text that explains processes related to the causes and effects of an event, both natural, social, scientific, cultural, and other events.

MATERIALS & METHODS

This research is classroom action research. Rochiati (2009) suggests that classroom action research is how a group of researchers can organize their learning practice conditions, and learn from their own experiences. In line with that, Sanjaya (2009) argues that classroom action research is a process of studying learning problems in the classroom through self-reflection in an effort to solve these problems by carrying out various planned actions in real situations and analyzing every effect of the treatment. According to Arikunto (2013) explains one CAR cycle consists of four steps, namely: (1) planning, (2) implementation, (3) observation and (4) reflection.

The subjects in this study were 26 students of class VIII, Prince Diponogoro SMPIT Daarul 'Ilmi Bandarlampung. The research was carried out in the 2022/2023 school year, to be precise, when Grade VIII (eighth) students entered Explanatory Text material. The research location was conducted at SMPIT Daarul 'Ilmi Bandarlampung.

Arikunto (2013) explains that one CAR cycle consists of four steps, namely: (1) planning, (2) implementing, (3) observing and (4) reflecting.



class action research flow

The planning stage was carried out by compiling action plans based on problem identification in the initial observation before the research was carried out. This action plan includes all action steps in detail at this stage all the needs for implementing classroom action researchers are prepared, starting with teaching materials, lesson plans, learning methods and strategies, approaches to be used, research subjects and observation techniques and instruments adjusted to the plan.

Implementation, namely what is done by researchers or researchers as an effort to improve, increase or change the desired. The implementation of the action is adjusted to the plan that has been made before. Implementation of the action is a process of class learning activities as a realization of the theory and teaching and learning strategies that have been prepared and refers to the applicable curriculum, and the results obtained are expected to increase the collaboration of researchers with research subjects so that they can provide reflection and evaluation of what is happening in class.

Observation is observing the results or impact of actions carried out or imposed on students. The observation or observation stage is the activity of direct observation of the implementation of the actions carried out in action. The main purpose of

observation is to find out whether there are changes that occur with the implementation of ongoing actions.

Reflection, namely the researcher examines, sees and considers the results or impacts of actions from various criteria. Based on the results of this reflection, researchers together with researchers can make revisions to improvements to the original plan. Through reflection, the researcher will be able to determine what has been achieved and what has not been achieved, and what needs to be improved in the next lesson. Therefore, the results of the action need to be studied, seen and contemplated, both in terms of the learning process between researchers and students, methods, teaching aids and evaluation.

Data collection techniques used in this study consisted of observation, interviews, documentation, and tests. In this case, the researcher made observations of learning activities. This observation is only carried out when learning takes place to find out the habits of students in class that can affect student learning outcomes. In addition, observations were also made by researchers by colleagues through a researcher's ability assessment tool or what is called APKG. The researcher's assessment tool is divided into 2, namely APKG 1 and APKG 2. APKG 1 is a special researcher's assessment tool to assess the researcher's ability to

prepare learning in the form of learning tools, teaching materials, learning media, and so on. APKG 2 is a special researcher's assessment tool to evaluate the ability of researchers to carry out learning in the classroom. The interview technique in this study was used to gather data about the impressions of students and educators after learning in class and to find out what obstacles were faced by educators and students during learning activities.

The documentation in this study is all materials recorded during the research. This documentation is in the form of student activity cards and photos. From the results of this documentation, it can be used as a

guide and material for consideration of further implementation and drawing conclusions. The test is a series of questions or exercises or other tools used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups in the classroom after carrying out learning.

The Ministry of Education and Culture (2014) determines several criteria in evaluating explanatory texts, which consist of five aspects, namely content, organization, vocabulary, language use, and mechanics. Each aspect has a different score. The following is the explanatory text assessment rubric.

Table 1 Explanatory Text Assessment Rubric

Aspects	Score	Criteria
Content	18-20 Perfect	master the topic of writing; substantive; development of a complete explanatory text; relevant to the topic being discussed.
	14-17 Pretty good	sufficient mastery of the problem; adequate; limited explanatory development; relevant to the topic but lacking in detail.
	10-13 Moderate Enough	mastery of limited problems; less substance; insufficient topic development.
	7-9 Very less	do not master the problem; no substance; irrelevant; or not worthy of evaluation.
Organization	18-20 Perfect	ideas are clearly expressed; congested; well organized; logical order; cohesive.
	14-17 Pretty good	Ideas unorganized but main idea conveyed; limited support; logical but incomplete.
	10-13 Moderate Enough	muddled or unrelated ideas; sequencing and development lack logic.
	7-9 Very less	not communicative; disorganized; or not worthy of evaluation.
Vocabulary	18-20 Perfect	Perfect: advanced vocabulary; effective choice of words and expressions; mastering word formation; use of proper registers
	14-17 Pretty good	Adequate use of the word; choice, form, and use of words/expressions are sometimes wrong, but not disturbing
	10-13 Moderate Enough	Limited word mastery; frequent errors in form, choice, and use of vocabulary/expressions; meanings are confusing or unclear.
	7-9 Very less	Knowledge of vocabulary/expressions, and word formation is low; not worth the value.
Language Use	18-20 Perfect	Complex and effective construction; there are only a few errors in the use of language (word order/function, articles, pronouns, prepositions).
	14-17 Pretty good	Simple but effective construction; there are minor faults in the construction of the complex; there were a number of errors in the use of language (function/word order, articles, pronouns, prepositions), but the meaning was quite clear.
	10-13 Moderate Enough	There are many errors in the construction of single/complex sentences (frequent errors in negation sentences, word order/functions, articles, pronominals, omissions; meanings are confused or obscured).
	7-9 Very less	Not mastering sentence grammar; there are many errors; not communicative; not worth rating
Mechanic	18-20 Perfect	Mastering the rules of writing; there are a few errors in spelling, punctuation, use of capital letters, and paragraph arrangement.
	14-17 Pretty good	Occasionally, errors in spelling, punctuation, capitalization, and paragraph arrangement occur, but do not obscure their meaning.
	10-13 Moderate Enough	Errors in spelling, punctuation, use of capital letters and paragraph arrangement are common; handwriting is not clear; confusing or obscure meaning
	7-9 Very less	Not mastering the rules of writing; there are many spelling errors, punctuation using capital letters, and paragraph arrangement; illegible writing; not worth rating

Data analysis techniques are used to determine the effectiveness of the models used in learning. In this study, the authors

used qualitative and quantitative analysis techniques. The analysis was carried out to calculate the average number of students

with KKM 70, as well as calculate the percentage of students who completed KKM and described it in several paragraphs.

The indicator of success that is used as a benchmark for achieving the expected results in this classroom research is that the evaluation (evaluation) is declared successful if students have scored ≥ 70 according to the Minimum Completeness Criteria (KKM) for Indonesian language subjects at SMPIT Daarul 'Ilmi Bandarlampung and The cycle will be stopped if the number of students who meet the KKM reaches $\geq 80\%$ with a good predicate.

RESULT

Based on an analysis of the results of writing explanatory texts for class VIII Prince Diponogoro students, SMPIT Daarul 'Ilmi Bandarlampung, it is known that 6 students (23%) have achieved the minimum completeness criteria (KKM), while 20 students (77%) received score less than KKM. The KKM used for Indonesian language subjects in class VIII Prince Diponogoro SMPIT Daarul 'Ilmi Bandarlampung is 70.

Data on the mastery of writing pre-cycle explanatory texts for class VIII students

No	Mark	Amount	Percentage	Criteria	Information
1	≥ 70	6	23%	Complete	KKM 70
2	≤ 70	20	77%	Not Completed	
Amount		26	100%		

Based on the learning that has been done, the researcher aims to increase students' interest in learning to write explanatory texts by applying the problem-based learning model to learning. Learning using the problem-based learning model is carried out in two cycles according to continuous stages. Each cycle is carried out in two meetings of 2 x 2 JP.

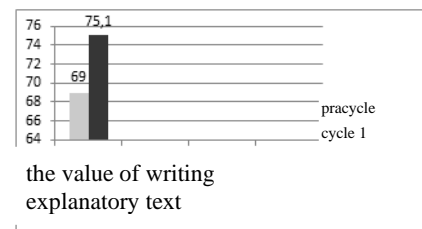
A. Cycle I

Data on the mastery of writing explanatory text cycle 1 of class VIII students

No	Mark	Amount	Percentage	Criteria	Information
1	≥ 70	20	77%	Complete	KKM 70
2	≤ 70	6	23%	Not Completed	
Amount		26	100%		

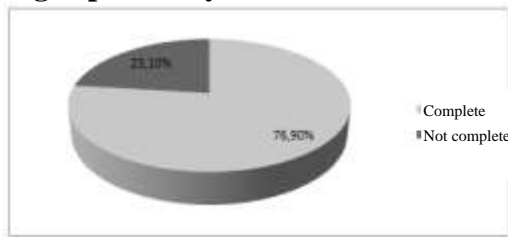
Cycle I was carried out based on improvements from the implementation of pre-cycle learning. Cycle I was carried out in two meetings (2 x 2 JP) with material for writing explanatory texts using a problem-based learning model. After learning to write explanatory texts is finished, the students are assigned to make an explanatory text which is then evaluated. It is known that 20 students have reached the Minimum Completeness Criteria (KKM), while 6 students are still under the KKM with the highest score of 87 and the lowest 65. This shows that 76.9% of students have graduated while 23.1% have not passed. Student scores in cycle 1 obtained an average of 75.1 and increased from pre-cycle scores to an average of 69.

Increase in Student Value Acquisition Cycle 1



Learning in the first cycle shows an increase. This can be seen from the results of the scores obtained by students after learning and the number of students who obtained scores that reached the KKM. The score acquisition for class VIII Prince Diponogoro students was included in the complete category with an average above the KKM even though the percentage of students who reached the KKM had not yet reached 80% so that cycle II still had to be carried out.

Diagram of the percentage of students in writing explanatory texts



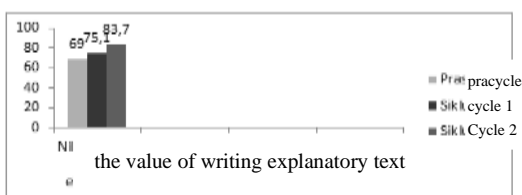
B. Results of Cycle II

Data on mastery of writing explanatory text cycle 2 of class VIII students

No	Mark	Amount	Percentage	Criteria	Information
1	≥ 70	24	92%	Complete	KKM 70
2	≤ 70	2	8%	Not Completed	
Amount		26	100%		

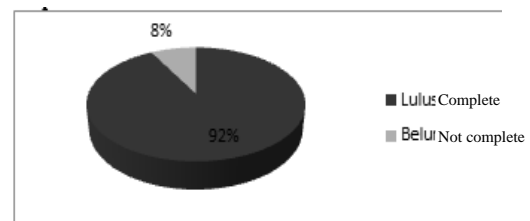
Cycle II was carried out based on improvements from the implementation of cycle I learning. Cycle II was carried out in two meetings (2 x 2 JP) with material for writing explanatory texts using a problem-based learning model. The implementation of cycle II learning was carried out in two meetings. After learning to write explanatory texts is finished, the students are assigned to make an explanatory text which is then evaluated. It is known that 24 students have reached the Minimum Completeness Criteria (KKM), while 2 students are still under the KKM with the highest score of 92 and the lowest 68. This shows that 92% of students have graduated while 8% have not passed. The acquisition of students' scores in cycle II obtained an average of 73.7 while the acquisition of scores during cycle I obtained an average of 75.1. From the acquisition of the average value, it can be said that overall the students have completed writing explanatory texts.

Increase in Student Value Acquisition Cycle II



Learning in cycle II showed a significant increase from cycle I and pre-cycle. This can be seen from the results of the scores obtained by students after learning. The average score obtained by students in cycle II was 83.7, which was included in the complete category. The percentage of participants who achieved the KKM was 92%. Thus, it can be concluded that the problems faced by researchers and students in pre-cycle learning and cycle I can be resolved properly in learning cycle II.

Diagram of the percentage of students in writing an explanatory text Cycle II



DISCUSSION

Discussion of Indonesian language learning research materials for writing explanatory texts for class VIII Prince Diponogoro, SMPIT Daarul 'Ilmi Bandarlampung uses a problem-based learning model to improve learning achievement in two cycles.

A. Cycle I

In the first cycle of learning, the researcher prepared a learning implementation plan (RPP) based on improvements from the pre-cycle and input from collaborators. Based on input from collaborators, learning implementation plans made by researchers are better off using problem-based learning models. In addition to the learning model, the media used in learning is good in the form of videos of natural events which are expected to be able to increase students' learning enthusiasm. The researcher must also manage the time allocation properly according to the learning syntax of the problem-based learning model so that when teaching does not seem rushed.

The implementation of learning is carried out by referring to the learning design that has been made using the problem-based learning model. At the first meeting, the researcher directs learning activities about understanding explanatory text materials and is expected to develop students' critical thinking skills, student independence. At the second meeting, the researcher directed students to write explanatory texts which were expected to develop students' critical thinking skills and improve student achievement in writing explanatory texts.

During the lesson, some students concentrate on listening to the explanation of the material. Some students dared to raise their hands and answer or express their opinion. Students do not hesitate to ask questions if they do not understand the explanation given by the researcher. There are also students who often chat and do not pay attention when the researcher explains the material so that the researcher must approach the students so that they want to follow the lesson well. When given an assignment from the researcher to write an explanatory text. The students carried out the assignments given well even though there were some students who did not really understand and asked the researcher about the assignment. There were also students who asked their classmates. However, overall class activities look good.

Learning outcomes in the first cycle get better results than the pre-cycle learning assessment. The learning outcomes of class VIII Prince Diponogoro students in the ability to write explanatory texts have increased. However, because the percentage of students who have reached the KKM has not reached 80%, cycle II must still be carried out.

B. Cycle II

The implementation of learning is carried out referring to the learning design that has been made using a problem-based learning model and learning media in the form of videos of natural events. At the first meeting, the teacher directs learning

activities about understanding explanatory text material which is expected to be able to develop students' critical thinking skills, create a sense of togetherness among themselves, learner independence, and improve student achievement in explanatory text material.

While participating in learning in cycle II, students were quite active. Students enthusiastically dared to raise their hands and answer or express their opinion. Students are also enthusiastic when discussing during the lesson. Class conditions are also conducive and learning becomes more meaningful.

When the teacher explains the explanatory text material in the form of understanding, linguistic rules, development patterns, and the structure of the explanatory text, students listen well to the teacher's explanation. Students do not hesitate to ask if they do not understand the explanation given by the teacher. The students also looked enthusiastic when they received assignments from the teacher to write explanatory texts. The students did well on the assignments given even though there were some students who did not really understand and asked the teacher about the assignment. There were also students who asked their classmates. However, overall class activities look conducive and good.

The results of observations on the learning assessment of the ability to write explanatory texts of students based on linguistic structures and rules obtained a significant increase compared to the results of writing in cycle I. The results of the learning assessment of the ability to write explanatory texts of students based on linguistic structures and rules written a better improvement compared to the results wrote in the first cycle with a percentage above 80%.

In accordance with research that was conducted by Heni Arifa (2022) which stated that learning with the Problem Based Learning model increased students' interest

and learning outcomes in writing for the better.

CONCLUSION

Based on the results of the research and discussion, it can be concluded as follows: (1) the preparation of the lesson plan (RPP) on the material for writing explanatory texts using the problem based learning model improved in cycle I after receiving input from collaborators and became better in cycle II. (2) The implementation of learning materials for writing explanatory texts through a problem-based learning model for class VIII students of Prince Diponogoro SMPIT Daarul 'Ilmi Bandarlampung is getting better from pre-cycle to cycle II. (3) The results of the assessment of learning to write explanatory texts through the problem-based learning model for class VIII students of Prince Diponogoro SMPIT Daarul 'Ilmi Bandarlampung experienced a significant increase so that in cycle II it was included in the completed category from the average KKM and the percentage of students who passed.

Declaration by Authors

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