

Learning to Write Argumentation Paragraphs Using the Problem Based Learning (PBL) Model

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ABSTRACT

Background. Problem-based learning (PBL) has emerged as an innovative approach in education, particularly in developing critical thinking and writing skills. In the context of learning to write argumentative paragraphs, there is a need to explore the effectiveness of PBL in enhancing students' writing abilities and engagement.

Purpose. This study aims to test and analyze the effectiveness of the PBL model in teaching students to write argumentative paragraphs, focusing on topic suitability and content coherence.

Method. A qualitative research method with a descriptive approach was employed to identify, describe, and explain the research subjects. The study utilized multiple data collection instruments, including written tests, questionnaires, observations, and interviews. These tools were used to assess students' progress in essay writing and their perceptions of the learning experience. The research was conducted in two cycles to evaluate the implementation and impact of the PBL model.

Results. The study found significant improvements in students' performance across the two cycles. In Cycle I, the highest score was 90, the lowest was 70, with an average score of 90. Cycle II showed further improvement, with the highest score reaching 100, the lowest score increasing to 90, and an average score of 100.

Conclusion. The findings indicate that the PBL model is effective in enhancing students' ability to write argumentative paragraphs. The marked improvement in scores from Cycle I to Cycle II suggests that the PBL approach contributes to better topic selection, content development, and overall writing quality. This study underscores the potential of PBL as a valuable instructional strategy for developing argumentative writing skills in students.

KEYWORDS

Argumentation, Paragraph, Writing Learning

INTRODUCTION

Learning is a stage that individuals go through, from childhood to old age, to acquire new knowledge. To gain this knowledge, one needs to have an interest or desire to understand certain things. The learning process is closely related to educational institutions such as schools, where there is interaction between teachers and students.

Citation: Waruwu, N., Riana, Riana., Hur, K, A., & Telaumbanua, M, Y. (2024). Learning to Write Argumentation Paragraphs Using the Problem Based Learning (PBL) Model. *International Journal of Language and Ubiquitous Learning*, 2(2), 208–216.

<https://doi.org/10.70177/ijlul.v2i2.1129>

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Received: June 30, 2024

Accepted: June 30, 2024

Published: June 30, 2024



In doing or carrying out language skills is writing. Writing is one of the four language skills that produce work. Writing has many definitions, writing is the process of deriving or depicting graphic symbols that describe a language that someone understands so that other people can read it if they understand the language and graphic images (Nurhayatin, nd) . Writing is very important for education because it helps students think more easily. Learning to write is learning to think in a certain way. Writing requires creativity and certain knowledge. said that topic selection and model development can show the level of creativity and knowledge of a writer. Problem-based learning (PBI) is a learning approach where students are motivated to study problems using their previous knowledge and experience. This learning model also suits students' needs and fosters their ability to solve problems. PBL can be an effective approach for learning to write argumentative paragraphs because it allows students to improve their writing skills.

In learning to write argumentative paragraphs, PBL can be used in the following ways: (1) Active learning experience: PBL allows students to be actively involved in searching, researching, and formulating solutions to problems. In learning to write argumentative paragraphs, students can be encouraged to do things such as search for information, carry out analysis, and make strong arguments based on evidence.

Students can be challenged to consider issues related to topics of interest to them or everyday problems when writing argumentative paragraphs. This will encourage them to think deeply and make acceptable arguments. (3) Collaboration and Communication: In PBL, students often work in groups to solve problems, which improves teamwork, collaboration, and communication skills. When they write argumentative paragraphs, collaboration between students can help them create deeper discussions about different points of view and produce stronger arguments. (4) Improves Critical and Analytical Thinking Skills: PBL improves these skills.

When writing an argumentative paragraph, students must evaluate evidence, state premises, identify errors in the argument, and construct a coherent and logical argument. PBL gives students the opportunity to practice and hone these skills through hands-on experience solving complex problems and situations.

Therefore, writing requires special skills, so regular practice is needed. Apart from that, writing also takes a relatively long time to master. Thus, writing skills are language skills that tend to be difficult and require precision and ingenuity in learning (Bawamenewi, 2021) .

Overcoming these problems requires a targeted approach and the right support from teachers, including: This includes providing clear guidelines, providing relevant resources, facilitating in-depth discussions, and providing constructive feedback to help students develop paragraph writing skills. argumentative with a PBL approach. (1) Difficulty identifying strong arguments, (2) limited knowledge of the topic being discussed, (3) Lack of critical and analytical thinking skills, (4) Difficulty understanding the structure of argumentative paragraphs, (5) Lack of motivation to participate in the learning process (6)) Lack of collaboration skills.

Several problem formulations that are known when using problem-based learning model techniques for argumentative writing skills at the school level, both elementary and middle school, include: (1) How are problem-based learning techniques used in work (PBL)? Does this model affect students' ability to write argumentative paragraphs? (2) What are the biggest challenges faced by students when using the PBL model in learning to write argumentative paragraphs? (3) How do students' experiences with the PBL model influence their motivation and interest in writing argumentative paragraphs? (4) How does the PBL model influence writing argumentative paragraphs? (5) How effective is collaboration between students in the PBL model on the quality of the argumentative paragraphs produced? (6) What is the relationship between applying the PBL

model in learning to write argumentative paragraphs and expanding students' knowledge about the topic being discussed? (7) What strategies are effective for overcoming challenges that students may face when implementing the PBL model of learning to write argumentative paragraphs?

The aim of this research may include several aspects that need to be considered, such as: (1) Evaluating the effectiveness of the PBL model. The main aim of a study may be to evaluate how effective the use of the PBL model is for improvement. Students' ability to write argumentative texts. (2) identifying challenges faced by students; Research objectives may also include identifying and analyzing the main challenges students face when using the PBL model when learning how to write argumentative paragraphs. (3) evaluate the impact of the PBL model on motivation and interest in learning. Research could aim to assess how the use of the PBL model influences students' motivation and interest in writing argumentative paragraphs. (4) Analysis of the relationship between the PBL model and students' critical thinking abilities. Research objectives can include analyzing the relationship between applying the PBL model in learning to write argumentative paragraphs and increasing students' critical thinking abilities. (5) Identifying effective strategies This research also aims to identify effective learning strategies to overcome the challenges students face when applying the PBL model in learning to write argumentative paragraphs. (6) Gain insight into students' experiences. The aim of the research is to gain a deeper understanding of the experiences of students who use the PBL model in learning to write argumentative paragraphs, including their perceptions of this learning method.

RESEARCH METHODOLOGY

Writing argumentative paragraphs used in problem-based learning involves a series of systematic steps to test and analyze the effectiveness of the PBL model in the context of learning to write argumentative paragraphs. Research Methodology: namely a qualitative method with a descriptive approach, a method for identifying, describing and explaining research subjects (Coleman, 2021; Collins, 2022).

Write argumentative paragraphs by considering aspects of the suitability of the topic and content of the paragraph. The following are some general steps you can take (Busetto, 2020): (1) Literature Review We will review the literature related to PBL learning methods and learning to write argumentative paragraphs. Look at previous studies that have conducted similar research, (2) Research Design Determine the appropriate research design to test the PBL model. Depending on the research objectives and available resources, this research can take the form of a randomized controlled trial, case study, or qualitative approach, (3) Population and sample determine the student population to be studied. Select a representative sample from a population using random or stratified methods, (4) Data Collection Instruments Develop or compile data collection instruments such as written tests, questionnaires, observations, and interviews to collect data needed to assess student progress in writing essays and perceptions learning experience, (5) Application of the PBL model. Application of the PBL model in the context of learning to write argumentative paragraphs. Make sure your implementation adheres to the core principles of PBL such as problem identification, investigation, collaboration, and reflection, (7) Data Analysis Data analysis will be conducted to evaluate the effectiveness of the PBL model in improving students' ability to write argumentative paragraphs. Interpret the results using appropriate statistical techniques such as t-test, analysis of variance (ANOVA), or qualitative analysis, (8) Interpretation and Conclusion We interpret the results of data analysis and discuss the implications of developing the PBL model in learning to write argumentative paragraphs. We draw conclusions regarding the efficacy of the PBL model and suggestions for future research (Castellanos, 2020; Christou, 2023).

The evaluation tool in writing argumentative paragraphs is the quality of your ability to write argumentative paragraphs in terms of the suitability of the topic and content of the paragraph. This is what you need to know. Learning plans (lesson plans), aligned with the curriculum and learning objectives, clear and structured steps for implementing the PBL model. Presentation of appropriate material to develop argumentative paragraph writing skills, student engagement, level of student involvement in PBL activities, and students' ability to show interest and motivation in learning to write argumentative paragraphs. Critical thinking skills, students' ability to analyze and evaluate arguments (Al-Kuwari, 2021; Arnold, 2022).

Students' ability to construct relevant and coherent arguments, student progress, development of the ability to write argumentative paragraphs over time, increased conceptual understanding, and effective application of writing skills. student collaboration, the ability of students to work together in groups to solve problems and write assignments. Student participation in providing input and support to other group members for the final product, the quality of students' argumentative writing, and the ability to write coherent, clear and persuasive arguments. Students' ability to reflect, think about the learning process and self-improvement when writing argumentative paragraphs, students' recognition of their strengths and weaknesses when writing arguments.

RESULT AND DISCUSSION

The results of research on writing argumentative essays using the scientific method are based on test and non-test results from cycles I and II. Ten aspects are assessed in students' test results in writing argumentative essays: (1) accuracy of use of information; (2) sentence development patterns; (3) suitability between theme and content; (4) completeness of the contents of the explanation; (5) depth of explanation content; (6) the aim is to convince the reader; and (7) use of diction, (8) effectiveness of sentences; (9) spelling and punctuation; (10) neatness of writing. Research on students' argumentative essay writing skills using certification, this method was carried out in two stages, namely cycle I and cycle II.

This shows that the implementation of learning has almost fulfilled the aspects assessed and was carried out well even though there were several aspects that received less than maximum scores. This is because it involves students in the process of solving problems, so they are able to think critically and gain essential knowledge and concepts from the learning material they study .

First cycle results

The results of Cycle I and II research at SMP Negeri 2 Bawolato were designed in two sessions, namely. Learning in the first session was designed to include material on writing argumentative paragraphs and conveying problematic or contradictory information. Difficult questions are taught in the form of reading on current topics. The main activity of students at the first meeting is reading and discussing the problems of the assigned book. Meanwhile, at the second meeting, learning focused on applying the concept of argumentative writing and criticizing problematic or contradictory information. At the second meeting, we continued learning PBM syntax which had not been discussed at the first meeting.

At the second meeting, students create a paragraph framework for their discussion, write a paragraph based on the framework they created, revise it with their friends, and revise the paragraph. Student activities that occurred at the first meeting were recorded on the research instrument in the form of an observation sheet. Meanwhile, at the second meeting, student activities were observed according to the guidelines on the observation sheet. Based on the results of observation data analysis, the results of student activities can be concluded as follows.

No	Activity	The number of students	Percent
1	Students listen to apperception regarding argumentative paragraphs and the steps for writing argumentative paragraphs.	9%	60%
2	Students listen and observe the learning objectives presented by the teacher.	8%	53%
3	Students listen to the teacher's explanation of the learning material.	9%	60%
4	Students read literature that contains actual problems.	10%	67%
5	Students discuss with their classmates the issues raised.	9%	60%
6	Students create an argumentative paragraph framework in the form of a topic sentence.	5%	33%
7	Students create an argumentative paragraph framework in the form of several explanatory sentences.	5%	33%
8	Students develop argumentative paragraph writing.	15%	100%
9	Students exchange their work to be corrected by their classmates.	15%	100%
10	Students revise their writing.	15%	100%
Total		100	
Activity Average		10.0	

Table 1. Recapitulation of Observation Results of Student Activities in Cycle II

No	Student Writing Ability Score	Sikus I	Cycle II
1	The highest score	70	95
2	Lowest Value	40	75
3	Average value	55	80

Table 1. Evaluation of Cycle 2 at SMP Negeri 2 Bawolato

So, the results of the Cycle I and Cycle II experiments have an average value and the highest and lowest values. Cycle I has a value, namely the highest value is 70, the lowest value is 40 and

has an average value of 55. The results from cycle II have the highest value of 95, the lowest value of 75 and an average value of 80.

The results of the second cycle of learning in the second cycle focused on the action plan made at the end of cycle I at SMP Negeri 2 Bawolato. The second cycle was designed with one session twice forty minutes. Writing argumentative paragraphs using the PBM pattern is material taught at meetings. In Cycle II, several action plans will be implemented, such as: (1) The teacher will move students who are often noisy to the front seats so that they do not disrupt class lessons; (2) Students are given the opportunity to prepare lesson material before the teacher starts the lesson; (3) The teacher will monitor student attendance; and (4) Students will listen to the perspective expressed by the teacher. (7) Students listen to the teacher's instructions when writing an argumentative paragraph based on a problem, (8) Students listen to the teacher's comments when writing an argumentative paragraph based on a problem which begins with close reading activities, (9) Students listen to the teacher's advice about the importance of using time as effectively as possible, (10) Students will read literature that contains the problem thoroughly, and (11) Students will follow the steps below to write an argumentative paragraph based on the problem. (a) Students start writing argumentative paragraphs by creating a paragraph outline containing a topic sentence and several explanatory sentences. (b) Students pay attention to structure, word choice (dictionary), language, and correct writing techniques when writing a paragraph outline. (c) Students review their classmates' paragraphs, and (d) they review the text provided by their friends. Observation sheets are used to observe student activities during the second period. Based on the findings of the analysis that has been carried out, look at table 2.

No	Activity	The number of students	Percent
1	Students listen to the apperception of argumentation paragraphs and the steps for writing argumentation paragraphs	13	87%
2	Students listen to the learning objectives presented by the teacher	14	93%
3	Students listen to the teacher's explanation of the learning material	15	89%
4	Students read passages that contain actual problems	15	100%
5	Students discuss with their classmates the issues raised	14	93%
6	Students create an argumentative paragraph framework in the form of a topic sentence	15	100%
7	Students create an argumentative paragraph framework in the form of several explanatory sentences	15	100%
8	Students develop argumentative paragraph writing	15	100%
9	Students exchange their work to be corrected by their classmates	15	100%

10	Students revise the draft argumentation paragraph they have made	15	100%
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Table 2. Observation results of student activity observations in Cycle II

Evaluation of learning outcomes was also carried out in cycle II to determine the level of quality of students' argumentative paragraphs after reading the text entitled "Teenagers Vulnerable to Falling Into Free Sex". Based on the evaluation results, a recapitulation of student learning outcomes in cycle II can be made as in Table 2.

No	Student Writing Ability Score	Sikus I	Cycle II
1	The highest score	90%	90%
2	Lowest Value	70%	100%
3	Average value	90%	100%

Table 2. Evaluation of Cycle 2 at SMP Negeri 2 Bawolato

So, the results of the Cycle I and Cycle II experiments have an average value and the highest and lowest values. Cycle I has a value, namely the highest value of 90, the lowest value of 70 and an average value of 90. The results of cycle II have the highest value of 90, the lowest value of 100 and an average value of 100.

CONCLUSION

It seems that you have had very positive results from applying the Problem Based Learning model in a learning context. The increasing assessment of each cycle shows that this approach is effective in improving the quality of learning (Ingriyani, 2024). In addition, the significant improvement in students' argumentative writing skills is encouraging. Students' ability to write logically, critically and creatively is an important competency that can help them in various academic and professional contexts in the future. Continue to monitor and document these developments to ensure continuity and continuous improvement in learning. Do you have further questions or would like to discuss next steps in optimizing these results? In summary, the research results show an increase in planning, implementation and evaluation of argumentative paragraph learning using the Problem Based Learning model for three cycles in the classroom (Widiari, nd). Here are some suggestions: (1). For Students: Encourage students to prepare themselves well, both physically and mentally. Attitudes of motivation to learn, perseverance, cooperation, discipline and responsibility are important for success in learning that utilizes this type of learning model. (2) For teachers: Teachers need to prepare interesting learning scenarios by utilizing learning models such as Problem Based Learning so that the learning process becomes more enjoyable and effective. (3) For School Principals: School principals need to take a role in making strategic policies related to learning. This can take the form of designing self-development programs for teachers, such as training, seminars, In House Training (IHT), and other activities, especially those related to learning models. By implementing these suggestions, it is hoped that learning argumentative paragraphs using the Problem Based Learning model can continue to improve its quality and have a positive impact on students and the learning environment as a whole (Yuniarti et al., nd, nd).

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

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