



## Implementation of Problem-Based Learning Model by Speak and Draw Techniques to Improve the Students' Understanding Ability on the Explanation Text

**Fitri Marlina Mulyani**  
SMA Negeri 1 Wirosari, Grobogan, Indonesia  
lovelyadnashabrina@gmail.com

---

**Keywords :**

Problem-based Learning,  
Speak and Draw,  
Understanding Ability,  
Explanation Text

**ABSTRACT**

*This study aims to improve the students' understanding ability on the explanation text after being implemented a problem-based learning model by speak and draw techniques. This study was a classroom action research that was composed of two cycles, each cycle consisting of four stages, namely the planning stage, the implementation of the action stage, the observation stage, and the reflection stage. This study was conducted on students of class XI MIPA7 on the 2<sup>nd</sup> semester of the academic year 2018/2019 in SMA Negeri 1 Wirosari, Wirosari District, Grobogan. The data collection technique was done through observation, questionnaires, and tests. The data collection instrument was done by using observation sheets, documentation, and a written test. The validity of this study was done by using content validity and construct validity. The results showed that the implementation of the Problem-Based Learning model by Speak And Draw techniques can improve the students' understanding ability on the explanation text with the average value of students' daily test who complete in Cycle I was 72.19 into 81.81 in Cycle II. The completeness percentage of the average value in Cycle I was 69% into 94% in Cycle II.*

---

### INTRODUCTION

English is the international language which is used by most of the world's population. That makes English as a global language that can bridge all the interests in various spheres of life in this world. Thus the mastery of English is very important to be taught early.

English is also one of the subjects included in the National Exam. Students must master the four skills, namely listening, speaking, reading and writing. In addition to master vocabulary that many correct pronunciations can support four to master these skills. Teachers of English as one of the executors of education in schools should change their mindset from the old paradigm to a new paradigm in the learning process. Therefore, teachers need to equip themselves with the knowledge that supports, remembering English is one of the complicated lessons which generally about 80% of students don't like it.

Based on these reasons, the purpose of learning English is the student able to meaning of contextually related social functions, the structure of the text, and elements of text-linguistic oral and written explanation, related natural or social phenomenon which is included in other subjects in class XI. The author chose the explanation text understanding material for Classroom Action Research because the text is very difficult for students to understand. The text contains explanations of the occurrence of certain phenomena through the steps outlined by a few sentences contain a detailed explanation. During this time the learning using the lecture method and the results of the learning test were not satisfactory because only about 35% achieved the Minimum Completeness Criteria (KKM) and 65% if even reaching the KKM was not satisfactory.

If the issue is not immediately found the solution in the short term, the students will find it difficult to understand the text and get used to speaking in English. In the long term, students will have difficulty in understanding the questions given in the daily test, Final Semester Assessment (PAS) and also the National Examination (UN). If a student cannot understand the matter in the National Exam then its value is also not able to achieve the target set by the government which should reach the KKM of 72.

Based on the background of this problem, so that the problem in the study of this class action is as follows:

- a. Can the implementation of a problem-based learning model by speak and draw techniques improve the ability of students to understand the text explanation in class XI MIPA 7 of SMA Negeri 1 Wirosari?
- b. How much the improvement of the ability of students' master in understanding the explanation text that uses a problem-based learning model by speak and draw techniques in class XI MIPA 7 of SMA Negeri 1 Wirosari?

The formulation of the problem, so the classroom action research has the purpose to improve the English ability in understanding the material of explanation text and to know how much the improvement of the ability to understanding the material of explanation text through the implementation of problem-based learning model by speak and draw techniques in class XI MIPA 7 of SMA Negeri 1 Wirosari.

## **LITERATURE REVIEW**

According to Warsono and Hariyanto (2012), the learning model of problem-based learning carried out to obtain information and develop scientific concepts, students learn about how to build the framework of a problem, observe, collect data and organize problem, compile facts, analyze the data, and prepare arguments related solving the problem, then solve the problems, both individually and in groups. Learning implementation steps by using techniques speak and draw (Lestari, 2017):

- 1) The teacher asks the students in groups of 4-5 people.
- 2) The teacher asks the students to determine the topics of interest in the occurrence of natural phenomena.
- 3) The teacher asks the students to draw the occurrence of natural phenomena suit each group's choice along with an explanation.
- 4) Teacher helping group of students who have difficulty in determining ideas.
- 5) Teachers assess students at the time of the presentation of each group.
- 6) Teachers give rewards to students who are active in the presentation.
- 7) Teachers motivate each group of students to showcase the best presentation.

The main target in the implementation of this model is to improve the competence of speech, vocabulary and add the proper application of the text structure to improve the understanding of the explanation text content. Besides learning model is also expected to change the attitude of an active, vibrant, bold and appear confident. Milah (2015) stated that the problem-based learning model is a

solution for the students to discuss the text more easily because the model problem-based learning determines the situation as an incentive for students to develop their ideas.

According to Adi (2011), the improvement comes from the word of a level. The improvement word is usually used in a positive sense. In general, an improvement is an attempt to increase the degree, rate, and quality and quantity. Improvement can also mean the addition of skills and abilities to become better. The ability is an individual skill or potential to master the skill in doing a variety of tasks in a job or an assessment of the person's actions.

Meanwhile, reading for understanding according to Tarin (Yunus, 2012) is a type of reading to understand the standards or norms of literary, critical review, writing drama, and patterns of fiction in an attempt to gain an understanding of the text, the reader is using a certain strategy. Reading for understanding is a process in understanding the content of reading, it is necessary for the solution as a way out of which at least can reduce the difficulty of students to read a variety of textbooks in English.

Bashir (2017) stated that the explanation text is a non-fiction text that is used to describe how or why things happen. It usually includes a sequence of events (explaining how) and provides reasons for a process or phenomenon (why). Azriani (2017) stated that explanation text is a type of text describing the stages of the stages or the occurrence of a phenomenon, both natural phenomena and social phenomena. The purpose writes explanatory text in schools so that students can enrich their knowledge about the phenomena occurring in the surrounding environment, both natural phenomena and social phenomena (Suwarni et al., 2017: 42). This explanation text is used for classroom action research.

The characteristics of the language used in the explanation text by Bashir (2017) are:

- 1) Focuses on general group rather than specific
- 2) Use of linking verbs like in general, rather, for instance
- 3) Use of action verbs like breaks, erupts
- 4) Use of present tense like is, wake, are
- 5) Reference to people should not be given
- 6) Passive voice may be used
- 7) Use of technical terms and language relevant to the subject
- 8) Conjunctions should be used to make connections like and, but
- 9) Gives a detailed description to create a rich meaning

## **METHODS**

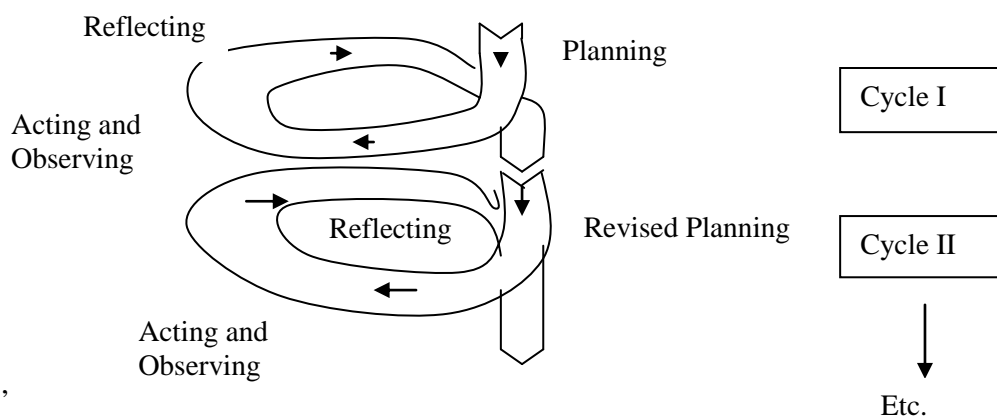
The subjects were XI MIPA 7 grade students in SMAN 1 Wirosari, Grobogan. Details of the number of the female of 25 students and the number of male of 11 students so the overall total is 36 students.

Design in this class action research was shaped cycle that occurs more than one cycle depending on the degree of success of the targets to be achieved, whereby each cycle consists of one session. At each cycle consisting of planning, acting, observing, and reflecting. The implementation model of Classroom Action Research used the model cycle that raised by Kemmis and Taggart (Akbar, 2010: 30) are described as follows in Fig 1.

Steps were taken in the Cycle I is as follows:

1. Planning
  - a. Developed learning scenarios by using model Problem-based learning by speak and draw techniques.
  - b. Gave the assignment to the students to learn the material of explanation text before the Cycle I begins
  - c. Carried out pre-test

- d. Gave direction and motivation (introduction)
2. Acting
  - a. Set up a tool or model to describe the learning model of problem-based learning by speak and draw techniques.
  - b. Formed a group or team to demonstrate the problem-based learning model by speak and draw techniques.
3. Observing
  - a. Observed the process of learning activities
  - b. Conducted post-test
  - c. Reward group
  - d. Analyzed the results of the activities
4. Reflecting
  - a. Reflected
  - b. Revised from Cycle I



*Fig 1. The Cycle of Classroom Action Research*

After carried out the Cycle I to continue carried out the Cycle II. The steps were performed in Cycle II is as follows:

1. Planning
  - Redesigned the learning scenarios based on deficiencies that exist in the Cycle I
2. Acting
  - Implemented revisions learning scenarios by using the same learning model that is problem-based learning by speak and draw techniques.
3. Observing
  - a. Observed the process of learning activities
  - b. Conducted post-test
  - c. Reward group
  - d. Analyzed the results of the activities
4. Reflecting
  - a. Reflected the implementation of Cycle II to find the level of effectiveness
  - b. Repaired this learning model in the improvement of students' abilities.
  - c. Analyzed data on students' learning outcomes and evaluated the learning results with the results of the questionnaire.

Research variables that were used in this classroom action research there are three variables, namely input, process, and output variables. Meanwhile, there are two research data, namely qualitative data that was obtained from the students' questionnaire and quantitative data that was obtained from the results of students' learning outcomes. The technique was used in collecting the data includes observation, questionnaire, and test. Content and construct validity test was conducted by an expert

judgment that English teachers are more senior.

## RESULTS AND DISCUSSIONS

The success of the research on the Pre-Cycle, the Cycle I and Cycle II could be seen in Table 1.

Table 1  
Data for Improvement Students' Learning Outcomes

No.	Achievement	Pre-Cycle	Cycle I	Cycle II
1.	The Lowest Value	50	50	68
2.	The Highest Value	89	96	99
3.	Incomplete	44%	31%	6%
4.	Complete	56%	69%	94%
<b>Average</b>		<b>71.81</b>	<b>72.19</b>	<b>81.81</b>

After implementing the learning model of problem-based learning through speak and draw techniques on XI MIPA 7 students in SMAN 1 Wirosari could be seen in the initial condition from 36 students only 20 (56%) students can achieve KKM is equal to 71. It means there are still 16 (44%) students who have incomplete. Then did repairs in the Cycle I that uses a problem-based learning model by speak and draw techniques. From the 36 students had been completed 22 (69%) students and there were 14 (31%) are not yet complete. Because there are still many incomplete then continued in Cycle II by repairing the implementation of a problem-based learning model and emphasis on mistakes made by the students. The result is from 36 students, there were 34 (96%) students who completed, and only 2 (4%) of students who did not complete so do not need to be passed on to the next cycle because there are only two students who did not complete and the indicator of success is achieved.

## CONCLUSION AND SUGGESTION

From the results of Classroom Action Research can be concluded as follows:

First, the learning model of problem-based learning (PBL) by speak and draw techniques the explanation text material could improve the understanding of students in class XI MIPA 7 SMA Negeri 1 Wirosari, so this effect the average rise in student learning outcomes from the Pre-Cycle of 71.81, the Cycle I of 72.19 and the cycle II increase with a sign of 81.81. Second, the implementation of the Problem-Based Learning (PBL) model by speak and draw techniques could increase students' interest in learning the explanation text. It can be seen from the results of support data during a lesson in which students become more active. As for the implications of the conclusion is the implementation of Problem-Based Learning (PBL) model by speak and draw techniques can be one of the alternatives in an effort to improve the ability to understand the content of the text also this model can be an alternative as an effort to increase students interest in understanding the explanation text content, text structure and its function well.

Based on the conclusions and implications can be suggested are as follows: first, the teacher should apply the model of Problem-Based Learning (PBL) by speak and draw techniques due to the implementation of this learning model can improve the ability to understand the content, functions, and structure of the text from an explanation text, especially for class XI. Then, the teacher should apply the learning model of Problem-Based Learning (PBL) by speak and draw techniques because it can increase the interest and activity of students in the classroom, especially when studying the explanation text material.

## REFERENCES

- Adi, S. (2011). Milmanyusdi.blogspot.com> 2011/07.
- Aqib, Zainal, et al. (2008). *Class Action Research for Teachers of SMP, SMA*. Bandung: PT. Yrama Widya.
- Arends, Richard I. (1997). *Classroom Instruction and Management*. New York: McGraw-Hill Companies Inc.
- Azriani, Siska. (2017). Writing Skills Improvement Explanation Text by Using Strategy of Cooperative Integrated Reading and Composition (CIRC) on students Class XI IPS 1 MAN Godean Sleman Yogyakarta. *Journal UNY student*, 8.
- Bashir, Mahrukh. (2017). zz. Jakarta: Center for Curriculum and Perbukuan, Research.
- Herman, Faaqih Hidayaturrakhman, et al. (2016). Implementation Method Demonstration In the explanatory text Learning High School Students. *Journal medianeliti.media.publication*, 54 937.
- Lestari. (2017). *Speak and Draw (Free Teaching Speaking)*. Surabaya: CV.Pustaka Media Master.
- Ningrum, Setya Budi Ary and Ika Widyawati. (2015). Improving Students 'Skills Reading Comprehension herringbone Technique Using At MTs Al-Fatah Badas. *Organizations researchgate.net, publication*, 309 963 374.
- Purba, Ardana Neswari, and Teguh Saroso. (2015). *English for SMA/MA/SMK Class XI (MANDATORY)*. Jakarta: Mediatama.
- Susdiana, Baiq Emilia. (2017). Writing explanatory text using Method Picture and Picture In The Seventh Grade Students of SMP. *Journal Scholar Language Center*, 11(1).
- Tarin, Justianus. (2018). Application of Problem Based Learning Model to Help Media Video to Improve Writing Skills explanatory text. *E-journal Undiksha*, 12302/8838.
- Warsono, and Hariyanto. (2012). *Active, Theory and Assessment*. Bandung: PT. Youth Rosdakarya Offset.