

THE INFLUENCE OF THE USE OF PROBLEM BASED LEARNING (PBL) ON TEACHING ENGLISH NARRATIVE WRITING TO THE THIRD GRADE OF SENIOR HIGH SCHOOL

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Abstract

This study aims to find out the implementation and influence of problem-based learning on teaching English narrative writing to the third grade of senior high school. The research was conducted in 1 class of third-grade SMA N 1 Ciparay consisting of 30 students and 1 teacher participating in English teaching. The data was analysed descriptively with data collection using observation, interview, and documentation. The result shows how PBL in teaching narrative writing was implemented and influenced student narrative writing. The implementation of PBL was in line with the principles and aspects of problem based learning showing critical thinking, and student collaborative-learning with the steps: (1) orienting students to the real world problem classically; (2) organizing students to study in a group work of four people and the division of role or task for each member; (3) guiding individual and group investigations on the same topic, discussed maximum in two groups; (4) developing and presenting the work done in front of the class with more time allocation in the discussion session; (5) analysing and evaluating the problem-solving process that focuses on re-checking the results. The application of problem-based learning model in teaching English narrative writing has given influence to the third grade students of SMAN 1 Ciparay on their learning outcome, their enthusiasm, and active participation in learning.

Keywords: *Problem Based Learning, Teaching English Narrative Writing*

Abstrak

Penelitian ini bertujuan untuk mengetahui implementasi dan pengaruh pembelajaran berbasis masalah terhadap pengajaran menulis naratif Bahasa Inggris untuk siswa kelas tiga SMA. Penelitian ini dilakukan di 1 kelas tiga SMA N 1 Ciparay yang terdiri dari 30 siswa dan 1 guru yang berpartisipasi dalam pengajaran Bahasa Inggris. Data dianalisis secara deskriptif dengan pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Hasilnya menunjukkan bagaimana PBL dalam pengajaran menulis naratif diimplementasikan dan memengaruhi penulisan naratif siswa. Implementasi PBL sejalan dengan prinsip dan aspek pembelajaran berbasis masalah yang menunjukkan pemikiran kritis, dan pembelajaran kolaboratif siswa dengan langkah-langkah: (1) mengorientasikan siswa pada masalah dunia nyata secara klasikal; (2) mengorganisasikan siswa untuk belajar dalam kerja kelompok yang terdiri dari empat orang dan pembagian peran atau tugas untuk setiap anggota; (3) membimbing investigasi individu dan kelompok pada topik yang sama, dibahas maksimal dalam dua kelompok; (4) mengembangkan dan mempresentasikan pekerjaan yang dilakukan di depan kelas dengan alokasi waktu lebih banyak dalam sesi diskusi; (5) menganalisis dan mengevaluasi proses pemecahan

masalah yang berfokus pada pengecekan ulang hasil. Penerapan model pembelajaran berbasis masalah dalam pengajaran menulis naratif bahasa Inggris telah memberikan pengaruh terhadap hasil belajar, antusiasme, dan partisipasi aktif siswa kelas tiga SMAN 1 Ciparay.

Kata Kunci: *Pembelajaran Berbasis Masalah, Pengajaran Menulis Naratif Bahasa Inggris*

INTRODUCTION

The Globalisation is having an increasingly direct impact upon people's lives. It is also relatively easy to have access to information about global issues. People are more aware of global issues but how do they decide as to how they will critically assess the information they receive. as globalization continues to connect people from diverse linguistic and cultural backgrounds, the importance of effective English language education becomes increasingly pronounced. In response to this demand, educators are continuously exploring innovative instructional approaches to enhance English learning outcomes, prepare students for success in a globalized society.

An example of such issues or problem related to English learning could be found on Communication apprehension. Tauchid et al (2023), States that communication apprehension had brought a negative effect on students English learning. They revealed that almost all of them were negatively affected by fear. This findings also supported by the previous one. According to Horwitz (2002), the fear of communicating with others significantly impacts their performance and hampers students ability to advance in their jobs.

An Approach to reduce current issues such as mentioned above using innovative instructional approaches is to improve the models of the teaching that is innovative and give students a chance to actively play a role in a teaching-learning progress. This teaching model is a way that teacher use in teaching process with extend variation in order to make students feel not bored and hopefully creating an interesting and fun learning environment

One such instructional approach or method, that has garnered significant attention is Problem-Based Learning (PBL). PBL is a student-centered pedagogical method that emphasizes active learning through the investigation and resolution of real-world problems. Originating from medical education, PBL has been adapted and applied across various disciplines, including language education, due to its potential to foster critical thinking skills, promote collaborative learning, and increase learner engagement.

In the context of English language education, PBL offers a unique framework for language acquisition by immersing learners in authentic language use and meaningful communicative tasks. Unlike traditional teacher-centered approaches that focus primarily on grammar instruction and vocabulary memorization, PBL encourages students to actively engage with language in context, thereby facilitating the development of communicative competence, language proficiency, and perhaps student motivation. Yulita (2013).

METHOD

Research Method

In this research, the researcher will use literature research with descriptive qualitative method. The descriptive qualitative method is an approach used to provide a detailed and in-depth description of the characteristics of a particular phenomenon or situation. Sugiyono (2017) emphasizes that this method is focused on understanding human behavior, beliefs, and

opinions through a naturalistic and interpretative approach.

This method is particularly useful when exploring new areas of research where little is known, or when the goal is to uncover the underlying reasons, opinions, and motivations. It involves collecting non-numerical data, such as interviews, observations, and documents, which are then analyzed to identify patterns and themes. The key features of descriptive qualitative method is explained as follows :

- 1) Natural Setting: Data collection occurs in a natural setting where the subjects are most comfortable.
- 2) Researcher as Instrument: The researcher plays a crucial role in data collection and interpretation.
- 3) Inductive Data Analysis: Data analysis is inductive, meaning themes and patterns emerge from the data rather than being imposed by the researcher.
- 4) Participant Perspectives: Emphasis is placed on the perspectives of the participants to understand their experiences and viewpoints.
- 5) Rich, Thick Description: Provides a comprehensive and detailed account of the phenomenon under study

In this study, a descriptive qualitative method is employed to explore “The Influence of The Use of Problem Based Learning on Teaching English Narrative Writing”. This approach, as described by Sugiyono (2017), allows for an in-depth understanding of Problem Based Learning Influence. By conducting interviews, observations, and analyzing documents, the research seeks to uncover the underlying themes and patterns in Narrative Writing .

Population and Sample

The population for this study includes third-grade high school students enrolled in English classes and their English teachers. From this population, a sample of 30 students and their English teacher will be selected using purposive sampling. This method ensures that the selected participants are relevant to the research objectives and can provide detailed insights into the phenomenon under study.

The student sample consists of one class of 30 third-grade students. This size is chosen for its balance between manageability and the ability to capture a diverse range of perspectives. It is sufficient to achieve data saturation, where further data collection would not yield new themes or insights.

The teacher sample includes the English teacher responsible for the selected class. The teacher's perspective is crucial for understanding the instructional methods, classroom dynamics, and challenges faced in teaching English to these students. By including the teacher, the research can delve deeply into both the students' and the teacher's experiences, providing a comprehensive understanding of the educational environment

Research Instrument

The main key for qualitative instrument primarily is the researcher itself, this in line with Sugiyono (2008) described that in qualitative research “the researcher is the key instrument”. Which again imply that the key instrument of qualitative research is on the researcher itself. The research instrument for this study is that the researcher itself need to know and master everyting that related to the study, starting from mastering the theory and methods used in the research

Data Collection

To collect the data in this study, the researcher use several technique such as observation,

interview, and documentation. The observation technique used by the researcher in this study is non-participant observation. Whereas the researcher become the independent observer which only observe how the implementation of problem based learning model in teaching English narrative writing without any involvement and then analyzing the data and form a conclusions

In this research, the researcher conduct an structured interview to students and teacher with an aim to collect data about the use of problem based learning on teaching English writing. conducted by giving questions related to the study to teacher and students showed as follows :

For teacher :

1. Can you describe your understanding of the Problem-Based Learning approach?
2. How familiar are you with the principles and methods of PBL?
3. How would you envision planning and preparing PBL activities for teaching English narrative writing?
4. What kind of problems or scenarios do you think would be effective for engaging students in narrative writing?
5. What challenges do you anticipate if you were to implement PBL in your narrative writing lessons?
6. What kind of support or resources would you need to effectively implement PBL in your classroom?

For Students :

1. Have you heard about Problem Based learning before? If so, what do you know about it?
2. Would you be interested in trying PBL in your English narrative writing class? Why or why not?
3. How do you usually engage in class activities and assignments?
4. what challenges do you think you might face with PBL activities?
5. Do you think you would feel more confident in expressing your ideas and stories through PBL?

As for documentation technique In this research, was conducted by collecting pictures and written documents resulted from the implementation of observation, and interview followed by supporting data such as the lesson plan of the senior high school, the photograph during the teaching activities and other things related to the aim of this study

Data Analysis

The data analysis for this study followed the Miles and Huberman model, which comprises three main stages: data reduction, data display, and conclusion drawing/verification. This approach facilitated a structured and comprehensive analysis of the qualitative data gathered from observations, interviews, and documentation.

a. Data reduction

During data reduction, the researcher focused on filtering and condensing data to address the main research questions. Essential notes from classroom observations, selected interview responses, and relevant student work samples were retained, highlighting insights about student engagement, narrative writing skills, and the teacher's facilitative role within the PBL framework.

b. Data Display

In the data display stage, the researcher organized the condensed data into tables and summaries

to facilitate pattern recognition and ease of interpretation. The following tables provide insights from the classroom observations and interviews, with representative quotes from participants

Observation Summary

Observation Phase	Description
Orientation and Introduction	The teacher introduces real-world narrative problems, sparking curiosity among students.
Group Formation and Roles	Students organize into groups, with each member assigned a role, promoting responsibility.
Investigation in Groups	Active collaboration is evident as students discuss narrative elements and structure together.
Presentation and Peer Review	Groups present their narratives, giving and receiving constructive feedback from classmates.
Reflection and Evaluation	Students reflect on their work, discussing ways to improve their narratives.

Interview Themes with representative quotes

Theme	Teacher Insight	Student Quotes
Understanding of PBL	"PBL allows students to explore their ideas and collaborate more effectively."	"I wasn't sure about PBL at first, but sharing ideas made it interesting and easier."
Challenges with PBL	"Managing group work can be challenging, but it fosters engagement."	"Working on my own was tough at first, but I got more comfortable in a group setting."
Impact on Narrative Skills	"The students became more organized in their storytelling."	"It helped me structure my story better and feel less nervous about sharing it."
Confidence in Expression	"Students became more willing to express their ideas over time."	"I was shy at first, but now I feel better about sharing my thoughts with others."
Suggestions for Improvement	"Providing extended feedback time could enhance understanding."	"Clearer guidance at the start would be helpful, but I liked the group activities overall."

Documentation

In addition to observations and interviews, various documents were collected and analyzed to provide further insight into the PBL process. The researcher reviewed various documents, including student assignments, lesson plans, and classroom visual materials, to validate the observational and interview data. These documents provided further evidence of the PBL process and its impact on student learning. Key documents analyzed included:

Student Work Samples: These were carefully reviewed to assess the development of narrative writing skills. The researcher found improvements in narrative coherence, creativity, and language proficiency in the students' writing over the course of the study.

Lesson Plans: The teacher's lesson plans revealed a consistent application of the PBL model, with detailed steps for group work, narrative exploration, and student reflection. These plans aligned with the observed classroom activities and student outcomes.

Visual Records: Photographs and other visual materials documented classroom interactions, group discussions, and presentations. These visual records provided evidence of the active engagement of students during the PBL phases.

The documentation analysis validated the findings from observations and interviews. The Student Work Samples confirmed that PBL helped students refine their narrative structure, showing increased clarity and creativity in their writing. Lesson Plans illustrated the clear integration of PBL principles into the curriculum, demonstrating the teacher's intentional planning to foster critical thinking and collaboration. The Visual Records captured moments of active participation, with students visibly engaged in the group work, peer review, and presentation phases of the PBL process

c. Conclusion Drawing and Verification

In the final step of data analysis, the researcher synthesized findings from all sources—observations, interviews, and documentation. These findings were verified through repeated examination of the data to ensure consistency and accuracy. The analysis confirmed that PBL positively influenced student engagement, collaboration, and narrative writing skills. Teacher facilitation played a crucial role in helping students adapt to the PBL model and maximize their learning experience.

RESULTS AND DISCUSSION

Results

1. Implementation of PBL in Narrative Writing

Observational data confirmed that PBL was implemented in a structured and student-centered manner, following principles outlined in the abstract. The process began with **Orientation and Introduction**, where the teacher introduced real-world problems related to narrative tasks. This step effectively engaged students, sparking curiosity and prompting them to think critically about storytelling elements. In **Group Formation and Roles**, students were organized into small groups, with each member assigned specific tasks, such as character development or plot structure. This setup encouraged responsibility, fostering a collaborative learning environment as students worked toward a shared goal.

The **Investigation in Groups** phase allowed students to engage deeply with the narrative content, discussing themes and narrative strategies within their groups. Observations showed that students actively participated in brainstorming sessions, showcasing critical thinking skills as they collaboratively developed storylines. As one student reflected, "I enjoyed working with friends on stories because it made the whole process more exciting and meaningful."

2. Influence of PBL on Narrative Writing Skills

Through the structured PBL stages, students exhibited improvements in narrative skills. Document analysis of student assignments revealed enhanced creativity, coherence, and narrative structure, reflecting the influence of collaborative and problem-based tasks on their writing. The **Presentation and Peer Review** phase was particularly impactful; students shared their narratives with peers, received constructive feedback, and refined their work accordingly. One student noted, "Working in groups helped me structure my story better because I could get feedback from friends." This phase not only reinforced narrative elements but also helped students develop confidence in sharing and improving their ideas.

3. Student Engagement and Collaborative Learning

The collaborative nature of PBL fostered a high level of student engagement. Observations indicated that students were more motivated and actively involved in their tasks, particularly in the **Reflection and Evaluation** phase, where they critically assessed their own and others' work. The teacher's guidance helped structure this reflective process, encouraging students to think deeply about narrative quality and story elements. A student commented, "Reflecting on our stories helped me see what I could improve," highlighting how the PBL process promoted continuous learning and improvement.

4. Teacher's Role as a Facilitator

The teacher's facilitative role was instrumental in guiding students through the PBL process. Observations and interview data emphasized that the teacher transitioned from direct instruction to facilitation, empowering students to take ownership of their learning. By supporting group work and encouraging critical thinking, the teacher provided the necessary framework for students to explore narrative concepts independently while ensuring they remained focused and engaged. As the teacher noted, "PBL allowed students to explore their ideas, but managing group dynamics was key to keeping everyone engaged." This approach enabled students to develop autonomy while still benefiting from guided support.

Discussion

The findings of this study align with existing research on the effectiveness of Problem-Based Learning (PBL) in promoting student engagement, collaborative learning, and skill development in narrative writing. By incorporating real-world narrative challenges, the PBL approach immersed students in tasks that demanded critical thinking and creativity, effectively bridging the gap between theoretical understanding and practical application. The structured phases of PBL guided students through a learning journey where they became both active participants and co-creators in the classroom, fostering a more student-centered environment.

A key component in this process was the real-world relevance of the narrative tasks. Introducing students to relatable, real-world problems provided a meaningful context for their learning, significantly boosting their motivation and engagement. Observations indicated that students were more inclined to participate actively and collaboratively when they saw the practical implications of their work. This aligns with Hmelo-Silver's (2004) work, which highlights that PBL engages students more deeply by positioning them within realistic, purposeful tasks. The collaborative nature of PBL allowed students to share ideas and contribute to the development of narratives in ways that encouraged teamwork and accountability, creating a sense of ownership over their learning.

The influence of PBL on students' narrative skills became evident as they progressed through the various stages. By engaging in small group discussions, students explored complex narrative elements—such as character development, plot structuring, and thematic coherence—through collaborative problem-solving. The group setting provided a supportive environment where students could express and refine their ideas. The peer review sessions also played a critical role in this skill development, as students offered and received constructive feedback, allowing them to approach their storytelling from multiple perspectives. This iterative process of creation, feedback, and revision reflects Savery's (2006) findings on PBL's capacity to develop complex skills through active learning. As students internalized narrative techniques,

they gained practical, hands-on experience that translated into more coherent, structured, and creative written work.

Another key outcome of PBL in this setting was the development of critical thinking and self-reflective skills. Through each phase of the PBL model, students were encouraged to assess not only the content of their narratives but also their approach to storytelling. The Reflection and Evaluation stage, in particular, prompted students to think critically about their own and others' narratives, discussing areas of strength and potential improvement. This focus on reflection is consistent with Barrows and Tamblyn's (1980) observations that PBL nurtures a self-directed learning mindset, fostering resilience and autonomy. As students evaluated their own progress and that of their peers, they became more aware of their narrative choices and more confident in articulating their ideas.

The teacher's role was crucial in facilitating this learning process, transitioning from a traditional instructor to a facilitator who provided structure, support, and guidance. Rather than directly leading students, the teacher created an environment where students were encouraged to explore their ideas independently while still receiving the necessary support to stay on track. This balance between autonomy and facilitation, as Boud (1997) emphasizes, is essential in PBL, particularly when students are adapting to a more self-directed approach to learning. The teacher's management of group dynamics ensured that each student had a meaningful role in their group, fostering both individual accountability and a collaborative spirit. This approach not only enhanced the students' narrative abilities but also contributed to a supportive learning atmosphere where students felt comfortable engaging in self-expression and creative exploration.

In summary, the findings underscore the effectiveness of PBL in enhancing narrative writing skills, fostering collaborative and critical thinking, and creating a supportive classroom environment through effective teacher facilitation. PBL's student-centered approach, with its emphasis on real-world problem-solving and group collaboration, helped students develop a practical understanding of narrative structure and storytelling techniques. The process cultivated greater confidence and self-awareness in students, equipping them with skills that are transferable beyond the classroom. The study demonstrates that, with the right guidance and structure, PBL can successfully transform the learning experience, making it more interactive, reflective, and impactful for students.

CONCLUSION

Firstly, the implementation of PBL in the English writing classroom at SMAN 1 Ciparay was found to be aligned with core principles of problem based learning with the steps: (1) orienting students to the real world problem classically; (2) organizing students to study in a group work of four people and the division of role or task for each member; (3) guiding individual and group investigations on the same topic, discussed maximum in two groups; (4) developing and presenting the work done in front of the class with more time allocation in the discussion session; (5) analyzing and evaluating the problem-solving process that focuses on re-checking the results. The teacher's deliberate and structured approach, which involved presenting real-life, relatable problems and encouraging group collaboration, created a dynamic and student-centered learning environment. The PBL sessions were carefully designed to engage students, fostering critical thinking, and promote active participation. The teacher's role as a facilitator allowed students to explore their ideas independently while receiving the necessary guidance to stay focused and productive.

Secondly, the study found that PBL had a significant positive influence on students' writing skills. The students demonstrated notable improvements in various aspects of writing, including grammar, vocabulary, coherence, and creativity. The relevance of the problems presented in the lessons motivated students to invest more effort in their writing, resulting in more thoughtful and well-structured narratives. The collaborative nature of PBL further enhanced their writing abilities by providing opportunities for peer feedback and collective problem-solving. The interactive process of writing, receiving feedback, and revising was instrumental in helping students refine their work and achieve better outcomes.

Overall, the study concludes that PBL implementation has instructional strategy for teaching English writing at the senior high school level. It not only improves students' technical writing skills but also fosters a deeper understanding and appreciation of the writing process. The consistency of the positive outcomes across the different data sources underscores the value of PBL as a pedagogical approach that can enhance both student engagement and academic performance in English writing.

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