CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Description
1. PBL Method
a. The Definition of PBL Method

Learning the PBL method in Indonesian is commonly referred to as PBM or problem-based learning. The PBL learning method is one of the tricks used in learning to carry out a confrontation in the real world and is willing to face everything that exists by using various kinds of intelligence. In another sense, the PBL learning method is one of the methods taught and taught with one focus point, namely focusing on solving real problems. Where the first process is that students' do a group work, then carry out a discussion that is used as an investigation and investigation in the final report. With these activities students' can be more active and can develop critical thinking skills, be innovative in learning material. The PBL learning method is an approach in which learning material presents several contextual problems that can stimulate students' to learn.

Barrow Min Liu stated that the PBL or PBM method is one of the learning methods that can foster an atmosphere that leads to the occurrence of a problem that occurs in life and students' can play an active role in solving problems.[6]Meanwhile,accordingtoKamdi,thePBLlearningme thodisanapproachintheworldthatappliesaproblemthattrains students'tothinkcriticallyandbeskilledinsolvingaproblem.[7]

b. The Steps of PBL Method
a. The teacher explains the learning objectives, then explains the logistics needed and motivates students' in solving problems.
b. The teacher assists students' in defining and organizing a task given regarding the existing problem.
c. The teacher encourages students' to collect existing information and students' carry out experiments that can explain problem solving.

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[6]Barrow Min Liu, *Motivating students' Through Problem-based Learning*, (University of Texas-Austin, 2005), 23.

[7]Kamdi W, et.al, *Model-model Pembelajaran Inovatif,*(Malang: Universitas Negeri Malang, 2007), 77.

c. **The Benefits of PBL Method**

According to Suyanti, there are several benefits of learning the PBL method, including:

a. Assist students' in designing in the ability to develop critical thinking.

b. Help students' become independent learners.

c. Help students' in carrying out problem-solving activities which are categorized as technique that are good at understanding the content of lessons and increasing students' learning activities.

d. Assist students' in being responsible for what students' do.

e. Assist students' in understanding the elements of ways of thinking in each subject.

f. Make students' develop interest in learning.[8]

In every learning method applied by the teacher to students', of course, there are elements of advantages and disadvantages in the learning method. For this reason, the teacher are able to be more selective in choosing appropriate method in the teaching and learning process at school. According to Kurniasih and Berlin, there are several advantages and disadvantages in the PBL method, including:

a. **Advantages**

1. students' can develop critical thinking and become skilled and creative.

2. students' are able to solve problems.

3. students' can add motivation to continue learning.

4. students' are more encouraged to take more initiative in learning independently.

5. students' take advantage of the PBL method as a very meaningful learning model.

b. **Disadvantages**

1. The PBL learning method requires habitual personality, because the implementation of this method is quite complicated and students' are required to concentrate and have high thinking power.

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[8] Suyanti & Dwi Retno, *Strategi Pembelajaran Kimia,* (Yogyakarta: Graha Ilmu, 2010).

2. The PBL learning method requires not a short time but a long and long time, because this method is required to completely solve existing problems.[9]

2. Writing

a. The Definition of Writing

Writing is a skill that must be mastered and possessed by students'. Writing is used as a communication tool in the form of writing. Therefore, accuracy in writing an idea must also be considered with the use of language and vocabulary.[10]

Ahmad Subandi stated that the notion of writing is a language skill that is carried out to reap or express an expression or idea that is in the contents of the mind through written language so that other people will understand it when reading.[11] Furthermore, according to Candra's opinion, writing is a series where from the whole series people will read and then know the intent of the author.[12]

Then, in Yarmi Gusti's opinion, through writing activities students' will practice more and more in conveying ideas, meanings, thoughts through the words that will be written, so that in the end students' will become more skilled because they often practice.[13] Udiyani Ida Ayu stated that one

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[9] Kurniasih Imas & Sani Berlin,*Ragam Pengembangan Model Pembelajaran untuk Peningkatan Profesionalitas Guru*, (Surabaya: Kata Pena, 2015), 49-50.

[10] Nila Martha Yehonala Situmorang, *"*Meningkatkan Kemampuan Menulis Siswa Melalui Tekhnik Guilding Questions,"*Journal of Education Action Research (JEAR),*no. 2, (2018):165-17, https://ejournal.undiksha.ac.id/index.php/JEAR/article/download/12190/8837.

[11] Ahmad Subandi, et.al, "Meningkatkan Kemampuan Menulis Narasi Sugrestif dengan Menggunakan Media Gambar Seni Siswa Kelas V SDN Arjasa Jember,"*Jurnal Edukasi Unej*, (2014):1-4, https://doi.org/10.19184/jukasi.v1i1.1024.

[12] Himawan Agus Candra, "Upaya Meningkatkan Kemampuan Menulis pada Mata Pelajaran Bahasa Indonesia dengan Menggunakan Model Pembelajaran Srcamble pada Siswa Kelas ll SD N 1 Wonosari Sadang Kebumen,"*Jurnal PGSD Indonesia PGRI Yogyakarta*, (2015), http://repository.upy.ac.id/151/1/Jurnal%20Himawan%20Agus%20Candra.pdf.

[13] Yarmi Gusti, "Meningkatkan Kemampuan Menulis Kreatif Siswa Melalui Pendekatan Whole Language dg Tekhnik Menulis Jurnal,"*Jurnal Perspektif Ilmu Pendidikan UNJ,*(2014), doi: 10.21009/PIP.281.2.

of the language skills is writing, through writing activities students' will become more creative and critical learners.[14]

b. The Purpose of Writing

According to Dietsch, the purpose of writing is divided into 3 types, namely:

a. Informative writing

Informative writing is a type of writing that has the goal of providing information, knowledge, ideas and directions. For example in writing about describing events or experiences, developing ideas, analyzing concepts and speculating about causes and effects.

b. Expressive writing

Expressive writing is a type of writing that has the goal of expressing a feeling, experience, and opinion of the author. Expressive writing is also to entertain the reader. Examples of expressive writing are writing diaries, writing journals, writing poetry, and writing diction.

c. Persuasive writing

This persuasive writing has the goal of persuading and convincing the reader that the writing they are reading is true. Examples of persuasive writing are writing covering consumer products, covering films, covering book evaluations, and covering controversial issues.[15]

c. The Benefits of Writing

1) Writing can identify students" abilities and potential in students'.
2) Writing can develop ideas in writing.
3) Writing can master what information has been written and writing can absorb more into students" minds.
4) Writing can organize ideas systematically.

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[14]Ida Ayu Putu Udiyani, "Pengaruh Model Sugesti Imajinatif dengan Media Foto Terhadap Keterampilan Menulis Teks Deskripsi Ditinjau dari Minat Menulis Siswa Kelas VII SMP N 12 Denpasar,"*Jurnal Ilmiah Pendidikan Undiksha,* (2017), https://doi.org/10.23887/jipp.v1i1.11964.

[15]Dietch Betty Mattrix, *Reasoning and Writing Well:A. Rhetonic Research Guide Reader and Handbook*,(Ohio:Graw Hill Marion Technical College, 2005), 7-8.

5) Writing can encourage students' to continue learning actively.[16]

3. Descriptive Texts

a. The Definition of Descriptive Texts

According to Dirgeyasa, descriptive texts it is a type of writing genre that asks students' to describe emotions, situations, characteristics, experiences, qualities, etc. Description texts can give the sensory impression of smell, appearance of things, taste and sound.[17]

The notion of descriptive texts is a texts that describes a description of a particular object, person or place. In other words, descriptive texts is a texts that explains what is related to the object or person being described, it can be from its properties, quantity, shape, etc.

According to Mahsun, the notion of descriptive texts is text that is made with the aim of stimulating the reader to feel as if he feels what is being described. [18] In the description texts there is a mechanic that must be considered when writing descriptive texts, namely paying attention to spelling, punctuation, and the use of capital letters or uppercase letters in a texts. The use of letters and punctuation must be in accordance with the spelling that has become the suggestion.

Alwasilah & Senny suggest that the notion of a descriptive texts is a texts that contains verbal descriptions of human beings, objects, appearances, sights, events that aim to make the reader able to feel what the author describes about the images that have been described. The descriptive texts itself is a texts that is classified as perceptual by the five senses, whose imagery is concrete and detailed because the reader seems to feel and see from the description written in

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[16] Fitri Wulandari, "Peningkatan Kemampuan Siswa dalam Menulis Cerita pada Pelajaran Bahasa Indonesia dengan Menggunakan Metode Drill dan Media Gambar Berseri Siswa Kelas lll MI Al-Ma'rifat 01 Margomulyo Panggungrejo Kabupaten Blitar" (thesis, IAIN Tulungagung, 2014), 19-23, http://repo.uinsatu.ac.id/id/eprint/23.

[17] Agus Surya Sibarani, "Improving the students" Achievement at Writing Descriptive Text by Using Guided Writing at MAS PAB 2 Helvetia Medan" (thesis, IAIN Sumatra Utara, 2017): 34, http://repository.uinsu.ac.id/view/subjects/2X7=2E3.html.

[18]Mahsun, *Teks dalam Pembelajaran Bahasa Indonesia*, (Jakarta: PT. Raja Grafido Persada, 2014).

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the description texts.[19] Meanwhile, according to Kokasih, the notion of descriptive texts is an essay that describes an object so that the reader feels what is written. One of the social goals of descriptive texts is to describe an object or objects individually and based on their physical characteristics.[20]

The goal of the descriptive texts is to make a descriptive texts, not to do a detailed research, but the writer only describes by writing a story based on what the writer has seen and heard.[21]Descriptive texts is also made specifically in describing, describing, and revealing the characteristics that will be described, for example about a person's character, objects, animals, etc.

b. **The Structure of Descriptive Texts**

Descriptive texts has 3 structures, namely:

1) Identification

This part of the structure contains explaining an introduction, whether in the form of a name, location, object, meaning of the name, history, general description, and so on, which basically contains explaining something that is being described or described.

2) Part Description

In this section of the structure explains in detail or details about what is described or described. Usually contains anything that is seen, heard, or felt.

3) Impression or Conclusion

This part of the structure may be skipped. However, it is usually written about things that have been felt or an impression of an object being described.

c. **The Features of Descriptive Texts**

1) Descriptive texts uses the Simple Present Tense which is used as a description of the facts or inherent truth of the object being described or depicted. Its use also always uses the first form of the verb (verb-1).

Fact example = The sun is hot.

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[19] Chaedar Alwasilah & Zuzanna Senny Alwasilah,*Pokoknya Menulis Cara Baru Menulis dengan Metode Kolaborasi,*(Bandung: PT. Kiblat Buku Utama, 2005).

[20]Kokasih, *Kompetensi Ketatabahasaan dan Kesustraan*, (Bandung: Yrama Widya, 2006).

[21]Burns, *Doing Action Research in English Language Teaching a Guide For Practitioners*,(New York: Routledge, 2010).

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2) In the descriptive texts sentences there are many words that are found such as adjectives which have the purpose of explaining the properties of the object being described or described. For example handsome, beautiful, big, small. If you find an adjective that originates from a verb, then the word must be added with *-ve, -ing, -nt* from behind it.

3) In the descriptive texts, you also find a lot of connecting verbs or relating verbs. For example the word "is" which has the meaning or intention to describe the object being written.
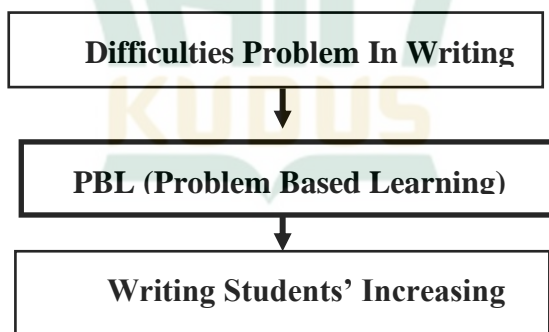
d. **The Benefits of Description Texts**

Below are some of the benefits of studying descriptive text including:

1) Description texts can tell or describe an object in detail or detail.

2) Description texts helps the reader to understand more about the object being described or described.

3) Descriptive texts makes the reader feel how the reader is real in the object that has been described or described.

B. **Theoretical Framework**

Table 2. 1
The Use of the PBL Method as a Way to Improve Writing Skills

| Difficulties Problem In Writing |
| ↓ |
| PBL (Problem Based Learning) |
| ↓ |
| Writing Students' Increasing |

In learning English, it is not easy for students' to learn it, especially for writing skills. For students' of class eighth MTs. Hasyim Asy'ari found it difficult to use a good writing scheme and was confused about the correct rules for writing structure. The existence of these problems students' do not understand and experience difficulties in the teaching and learning process carried

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out by the teacher using the method that has been taught. As a results, students' scored low on English writing skills.

Teacher need to teach the best for students'. For this reason, the teacher must be able to create a technique or teaching media method that can build and improve and encourage students' in writing skills. In this study, the use of PBL technique or methods based on descriptive texts subjects can help students' in writing because it has a positive effect on improving students'' writing skills where the content of descriptive texts is that students' can describe whatever students' like and write as they like based on students' experience. Itself through the events they go through in real life by solving a case or problem that can be solved through the PBL method. The use of the PBL method generates positive energy for students', namely they get good grades after applying the PBL method.

C. Review of Previous Studies

Many studies regarding the PBL method have been carried out. Previous studies related to this research include:

a. Lismi, et.al (2020) in his research entitled "Kemampuan Menulis Teks Deskripsi pada Siswa Kelas VII SMP N 3 Teluk Keramat" This type of research uses qualitative descriptive research. The population of this study were 35 students' of class VII SMPN 3 Teluk Keramat. The purpose of this research is to improve students' learning outcomes in overcoming students'' difficulties in writing. The results of this study indicate that in the ability to write descriptive texts, class VII students' at SMP Negeri 3 Teluk Keramat obtained a percentage score of 88.57% which can be categorized as very good. Then from the aspect of structural identification, a percentage of 87.85% is obtained in the very good category. From the ability aspect of the description structure, the percentage is 89.28 in the very good category. Next, from the aspect of the closing structure, namely the presentation of 61.42% in the sufficient category. However, from the aspect of language use, the percentage is 45%. less category. As for the ability to write descriptive texts for class VII students' of SMP Negeri 3 Teluk Keramat, it can be seen from the overall aspect that it is 74.14% in the good category with an average score obtained from all aspects of 74.14%.[22]

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[22]Lismi, et.al, *Kemampuan Menulis Teks Deskripsi pada Siswa Kelas VII SMP N 3 Teluk Keramat*, (FKIP Untan Pontianak, 2020), 4-5, http://dx.doi.org/10.26418/jppk.v9i3.39721.

b. Ari Hariyanto (2020) in her research entitled "Meningkatkan Kemampuan Menulis Teks Prosedur dengan Menggunakan Model Problem Based Learning (PBL) Pada Kelas X DPIB 1 at SMK Negeri 2 Ciamis." This type of research uses the Classroom Action Research or PTK method and is carried out in at least 2 cycles of research observations. The purpose of this research aims to improve students' learning outcomes and to determine the results of improving students" ability to write procedural texts through the PBL method in each improvement cycle. The population in this study were all students' of class X, totaling 36 students'. The results of this study showed that previously students' got an average score of 66, then in cycle I the average score obtained by students' was 66.94. After that the average value in cycle II reached 89.4. From the results of the increase in value, it shows an increase of 83.89 from the average value in cycle I to cycle II. The results of the assessment evaluation in cycle II students' have fulfilled the criteria according to the KKM value. After counting, of all 36 students', it showed that 34 students' were declared capable, and 2 students' were declared unable.[23]

c. Fery Redsidayanti (2019) in his research entitled "Peningkatan Keterampilan Menulis Teks Berita Menggunakan Model Problem Based Learning pada Siswa SMPN 8". The purpose of this research is to improve students' learning outcomes and solve problems from students" writing difficulties by using method that can support students' through the PBL method. This type of research is using a quantitative descriptive method where the research is a form of research in the form of Classroom Action Research or PTK. The population in this study were 29 class VIII F students' of SMPN 8 Pontianak, consisting of 15 female students' and 14 male students'. The results showed that there were 2 tests in students' assessment which included 2 cycles in it, the first cycle of the first assessment went well and the students' obtained a score of 67.71 then the second cycle in the second assessment the students' received a value of 85.85. So, the application of the

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[23] Ari Haryanto, "Meningkatkan Kemampuan Menulis Teks Prosedur dengan Menggunakan Model Problem Based Learning (PBL) pada Kelas X DPIB 1 SMK Negeri 2 Ciamis,"*Jurnal Diksatrasia*, no. 1, (2020): 7-12, http://dx.doi.org/10.25157/diksatrasia.v4i1.3285.

PBL learning model in class VIII F greatly affects students' scores so that it can run well and effectively.[24]

d. Pratama Bayu, et.al (2020) in his research entitled Efektivitas Model Pembelajaran Problem Based Learning (PBL) dengan Media Rainbow Card dalam Pembelajaran Menulis Teks Deskripsi Siswa Kelas VII SMP N Model Terpadu Madani Palu." The aim of this study was to find out how effective students" abilities are in understanding and maximizing writing about descriptive texts using the PBL learning model with Rainbow Card media. This type of research is using a quantitative descriptive method. The population in this study were all students' of class VII SMP N Model Integrated Madani Palu with a sample of 1 class, namely the special intelligent class consisting of 23 students'. The results showed that after applying the PBL learning method which was based on Rainbow Cards as a learning medium in writing descriptive texts for class VII students' of SMP N Madani Integrated Model Palu, students' obtained an average score of 87.8 which can be said to be very good and the percentage of writing scores descriptions obtained 99.7% so that they met the requirements for the complete score or the school's KKM, namely a maximum score of 70, can be categorized as the application of the PBL method in learning to write descriptive texts that run effectively.[25]

e. Made Sukiasih (2018) in his research entitled "Meningkatkan Kemampuan Siswa Memahami Isi Teks Melalui Implementasi Model Pembelajaran Problem Based Learning." This type of research uses a quantitative descriptive research method. The purpose of this study is to improve students" ability to understand the contents of the text and help them in their difficulties to obtain learning grades. The population in this study was class IX SMP N 2 Singaraja, which consisted of 37 students', 18 male students' and 19 female students'. The results

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[24]Fery Redsidayanti, "Peningkatan Keterampilan Menulis Teks Berita Menggunakan Model Problem Based Learning pada Siswa SMPN 8" (thesis, Universitas Tanjungpura Pontianak, 2019), 3-8, https://jurnal.untan.ac.id/index.php/jpdpb/article/download/32444/75676580882.

[25] Pratama Bayu, et.al, "Efektivitas Model Pembelajaran Problem Based Learning (PBL) dengan Media Rainbow Card dalam Pembelajaran Menulis Teks Deskripsi Siswa Kelas VII SMP N Model Terpadu Madani Palu,"*Jurnal Kreatif Online*, no. 4, (2020):56-66, https://jurnal.untan.ac.id/index.php/jpdpb/article/download/32444/75676580882.

showed that students' experienced a development in their ability to understand the contents of the text, at first students' were only able to understand the contents of the text on an average of 71.11 with a completeness of 29.73% then after the first cycle went on students' obtained an average increase of 73.35 % with learning completeness reaching 54.05% after the first cycle runs to cycle II students' get an average increase of 79.19% with 89.19% learning completeness. So, the application of the PBL learning model is very effective and helps in increasing students" understanding of the content of the text.[26]

Table 2. 2
Previous researcher

No	Researcher Name and Researcher Title	Similarity	Difference
1.	Lismi, et.al "Kemampuan Menulis Teks Deskripsi pada Siswa Kelas VII SMP N 3 Teluk Keramat"	1. The researcher carry out research at the SMP or MTs level 2. The researcher chose one type of descriptive texts subject as his research 3. The researcher used a type of qualitative descriptive research	1. The researcher did not apply the PBL (Problem Based Learning) method as a research learning method 2. The researcher do different research sites 3. The researcher carry out research in class VII 4. The researcher aims to determine students" abilities in writing

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[26]Made Sukiasih, "Meningkatkan Kemampuan Siswa Memahami Isi Teks Melalui Implementasi Model Pembelajaran Problem Based Learning,"*Journal of Education Action Research*, no. 2, (2018):106-114, https://ejournal.undiksha.ac.id/index.php/JEAR/index.

			descriptive texts
2.	Ari Haryanti "Meningkatkan Kemampuan Menulis Teks Prosedur dengan Menggunakan Model Problem Based Learning (PBL) Pada Kelas X DPIB 1 SMK Negeri 2 Ciamis"	1. The researcher aims to improve students" abilities in the field of writing skills 2. The researcher apply the PBL (Problem Based Learning) method in the research process	1. The researcher conducted research at the SMK level 2. The researcher do different types of subjects, namely procedural texts 3. The researcher did a class action research method or PTK 4. The researcher choose different classes
3.	Fery Redsidayanti "Peningkatan Keterampilan Menulis Teks Berita Menggunakan Model Problem Based Learning pada Siswa SMPN 8"	1. The researcher apply the PBL (Problem Based Learning) method in the research process 2. The researcher conducted research in eighth grade 3. The researcher carry out research at the SMP or MTs level	1. The researcher did the type of news texts subjects 2. The researcher aims to improve writing skills not abilities 3. The researcher uses a type of quantitative descriptive research with class action or PTK method
4.	Pratama Bayu, at.al "Efektivitas Model Pembelajaran Problem	1. The researcher apply the PBL (Problem Based	1. The researcher used the Rainbow Card

	Based Learning (PBL) dengan Media Rainbow Card dalam Pembelajaran Menulis Teks Deskripsi Siswa Kelas VII SMP N Model Terpadu Madani Palu"	Learning) method in the research process 2. The researcher carry out research at the SMP or MTs level 3. The researcher chose one type of descriptive texts subject as his research	method 2. The researcher aims to research in the effectiveness of students' in writing 3. The researcher used a type of quantitative descriptive research
5.	Made Sukiasih "Meningkatkan Kemampuan Siswa Memahami Isi Teks Melalui Implementasi Model Pembelajaran Problem Based Learning"	1. The researcher apply the PBL (Problem Based Learning) method in the research process 2. The researcher carry out research at the SMP or MTs level	1. The researcher aims in students" ability to understand the content of the text 2. The researcher conducted the research in the ninth grade 3. The researcher used a type of quantitative descriptive research

From the table above it can be concluded that the differences between previous studies and researcher in this study are the type of research method, research location and subject.