



# The Effect of Problem based Learning and Creativity Model on Writing Skills of Anecdotal Texts of Students of Grade X SMA Negeri 1 Lubuk Sikaping

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## ABSTRACT

The problem of this research is the application of problem based learning and creativity in learning anecdotal texts. The purpose of describing the effect of problem based learning and creativity models on the skills of writing anecdotal texts in class X SMA Negeri 1 Lubuk Sikaping. This type of research is quantitative using experimental methods Sampling with cluster random sampling technique. The selected treatment class is class X IPS-2 with 34 students and the control class is class X IPS-3 with 34 students. Data collection provides a test, namely a test of writing anecdotal texts..Several conclusions were put forward Students' anecdotal text writing skills using the problem based learning model are better than students' anecdotal text writing skills using conventional methods.

**Keywords:** *Problem Based Learning, Creativity, Anecdotal Text.*

## 1. INTRODUCTION

Indonesian language learning based on the 2013 high school curriculum is text-based learning. One of the texts that are taught to students is the text [1]. An anecdote is a type of text that can be used to convey criticism, but not in a harsh or hurtful way [2]. Anecdotal texts are taught to class X students in semester I. Mastery of anecdotal text types can be used as a benchmark for literacy level, so that learning anecdotal text types not only affects the development of literacy skills in English, but also in Indonesian. [3]. Anecdotal text is included in the type of story text that is used to use the word English joke in spoof text which means a funny narrative or conversation [4]. Anecdotal texts can express messages about social phenomena that occur in the author's environment in the form of praise, solutions, or indirect criticism. This is in line with

Kosasih's presentation [5] that anecdotes do not merely present funny things, jokes, or humor but there is also another purpose behind the story. The emergence of anecdotal texts in the 2013 curriculum for Indonesian subjects is a relatively new thing.

The success of learning to produce anecdotal texts is determined through student indicators. The ability to produce anecdotal texts can be used by students to document conflicts and social phenomena they encounter in their environment [6]. Initial observations that have been made to class X students in writing annotated text show unsatisfactory results. Initial data on anecdotal text skills for class X IPS-2 with 34 students in the initial test can be seen in the following table.

**Tabel 1.** Pre-test of students' ability in writing anecdote text at X IPS-2

Aspect	Data	Scale of Percentage					Tot
		Very Good	Good	Average	Poor	Very Poor	
Contents	Tot	6	8	16	4	0	34
	%	17,65%	23,53%	47,06%	11,76%	0,00%	100%
Structure	Tot	3	14	15	2	0	34
	%	8,82%	41,18%	44,12%	5,88%	0,00%	100%
Language	Tot	0	3	21	9	1	34
	%	0,00%	8,82%	61,76%	26,47%	2,94%	100%
Average		8,82%	24,51%	50,98%	14,70%	0,98%	

Based on the table, it can be seen from the content aspect, only 14 students (41.18%) have very good and good skills. While the other 20 people (58.82%) students have sufficient and less skills. That is, from the content aspect, students generally do not have the skills to write anecdotal texts. From the structural aspect, only 17 students (50.00%) have very good and good skills. While 17 more (50.00%) students have sufficient and less skills. This means that, from the structural aspect, students generally do not have the skills to write anecdotal texts. Judging from the linguistic aspect, only 3 students (8.82%) have good skills. Meanwhile, 31 students (91.18%) have sufficient, less, and very poor skills. That is, judging from the linguistic aspect in general, students' skills in writing anecdotal texts are not good.

The problem that occurs in the field or in the classroom is that the learning of anecdotal texts only revolves around humor [7]. While anecdotes are based on real events, convey criticism, and have meaning. So, from experience so far, anecdotes written by students are dominated by elements of humor, while elements of criticism are lacking [8].

Based on the problems that occur in the ability to write anecdotal texts of students, in a text-based learning students are expected to work together and collaborate in solving problems by using a learning strategy that is able to create active and fun classroom conditions. One of them is by choosing the right learning strategy [9].

The ability of students to analyze a problem into several simpler problems is still very difficult to do. Students solve problems directly without first identifying the assumptions needed to solve the problem. Students also have difficulty considering or evaluating an opinion [10].

Responding to these problems requires the application of new and more effective strategies as an effort to overcome the problem. By using the right strategy, it is hoped that students will have confidence that they are able to learn and utilize their potential [11]. Therefore, researchers will apply a model of problem based learning and creativity to solve some of the problems experienced by students in writing anecdotes. With problem-based learning, students can think creatively and critically, so they can solve problems.

The ability of students to write anecdotes can still be improved if the applied learning provides opportunities for students to practice using and developing critical and creative thinking skills in the problem solving process. One of the efforts that can be done to improve students' anecdotal writing skills is to apply a problem based learning model [12].

Problem-based learning is a learning strategy that assists students in identifying issues from real-world events, gathering knowledge through self-determined procedures, and making a choice to address the problem, which is then given in the form of performance [13]. Using small groups as an environment for learning is one of the hallmarks of problem-based learning. Students who are hesitant to question their teacher might ask their peers or other organizations. They are also not hesitant to speak their ideas in order to inspire pupils to work hard [14].

The problem-based learning paradigm allows pupils to improve their critical and creative thinking abilities more than the Direct Learning paradigm. Students in the Problem-Based Learning Model are obliged to engage in investigation, inquiry, discovery, and problem solving, whereas students in the Direct Learning Model only acquire content that is directly delivered by the instructor. This is what causes when students start learning with the same initial abilities while when they finish learning students have different abilities with the final results of students using Problem Based Learning Models [15]

By planning the learning process, teachers may give learning experiences. The instructor creates learning by presenting issues that integrate students' thinking abilities and involve the process of evaluating real-world situations. Problem Based Learning (PBL) is one of the learning paradigms that may be used. PBL, according to Glazer [16], stresses learning as a process that combines problem solving and critical thinking in a real-world environment. Glazer further claims that PBL allows kids to study a broader choice of courses that focus on training them to be engaged and responsible citizens. Students acquire experience dealing with practical situations through PBL, which emphasizes the use of communication, teamwork, and accessible resources to construct ideas and build reasoning abilities [17].

One of the learning models that can be developed and adopted to place students as the center of learning is by applying the problem based learning (PBL) model. Problem based learning (PBL) learning model is a learning process that has learning characteristics starting with giving problems that have a context with the real world, active group learning, formulating problems and identifying gaps in their knowledge, studying and finding their own material related to the problem. and the solution to the problem [18].

Problem-based learning is a learning strategy that focuses on problem solving through collecting the essential information. PBL is a learning approach in

which students learn via inspiration, collaborative thought, and the use of relevant knowledge. Students are taught to synthesize information and abilities before applying them to challenges in order to address both actual and hypothetical difficulties [19].

From the description above, it is clear that problem-based learning begins with a problem. Problems that are used as learning can arise from students or teachers so that students can choose problems that are considered interesting to be used as writing material.

Education does not only emphasize the aspect of intelligence, but also the aspect of creativity that must be developed. By having creativity students are expected to be able to solve the problems faced in everyday life and be able to position themselves appropriately. In addition, with creativity implemented in the learning system, students are expected to be able to come up with new ideas.

According to Munandar [20], Creativity is a person's ability to create something through new combinations based on data, information, and elements that already exist. Creating something does not need to start from new things, but can do a combination of things that already exist. One of the things that can determine a person is creative is his ability to be able to make new combinations of things that already exist. Creativity is an ability that reflects fluency, flexibility, and originality in thinking after the ability to elaborate an idea.

Creativity in students is one of the most important potentials to be developed both through formal education and information education [21]. Creativity cannot be separated from the behavior of individuals who dare to express unique and different opinions based on their knowledge. This statement implies that creativity can be influenced by various things including heredity or thoughts that have been entrusted since birth, the process of extracting knowledge by the person concerned, can also be influenced by the surrounding environment or personality [22].

The importance of students having creativity is also supported by Beetlestone's statement [23] who hold the view that creativity can help bring up new solutions that were not previously obvious. This is because the creative process of solving problems involves sorting out things that are known in various areas of life and putting them together in a new format, using information in a situation that has just been encountered using aspects of experience, patterns and analogies that have no relationship.

Learning to write anecdotes through the application of problem-based learning models requires critical and

creative thinking skills. That is, students' creativity in solving problems needs to be guided intensively so that the resulting anecdotes are better.

This research was carried out on class X students of SMA Negeri 1 Lubuk Sikaping, Pasaman Regency, in the 2021/2022 academic year. The determination of the class and location of this research is based on the ease with which the researcher can access the research location because the researcher is in charge of teaching at this school.

The fact so far shows that the development of students' creativity in learning to write anecdotes has not been carried out optimally. The learning carried out is still dominated by one-way learning, giving assignments and occasionally interspersed with quizzes. Learning that should be attempted to hone the creative potential of students, but because it is not interspersed with various activities that involve students directly as a result, students' skills are not honed. Learning is still centered on the teacher, many students are not free to express their ideas because learning is too dominated by the teacher. As a result, students tend not to be able to think creatively and tend to be passive individuals.

The right solution is needed to solve problems related to the development of creativity in students in writing anecdotal texts. One of the solutions chosen by the researchers is to apply a problem-based learning and creativity model that can stimulate student activity and hone creativity in the learning process of writing anecdotal texts.

### 3. METHOD

This type of research is quantitative with experimental methods [24]. The population of this research is the X grade students of SMA Negeri 1 Lubuk Sikaping, Pasaman Regency for the academic year 2021/2022. The researcher chose class X as the population because the basic competence of writing anecdotal texts was learned in class X. The data in this study, namely the results of students' anecdotal text writing skills tests using problem based learning and creativity and students' anecdotal text writing skills test results without using problem based learning and creativity.

Researchers give instruction in both the experimental and control classes. The experimental class uses problem-based learning and creative learning paradigms to teach students how to produce anecdotal writings. The control group learned to create anecdotal writings without employing problem-based learning or creative learning methods. Students in the experimental class are given a genuine situation and an example of anecdotal material. Following that, students are given the opportunity to identify the problem and develop it into

anecdotal writings from a variety of sources. Furthermore, students are guided by using the problem-based learning approach, which inspires students to think critically and develops their creativity in creating anecdotal writings.

The control group learned to create anecdotal writings without employing problem-based learning or creative models. Students are taught and advised to identify an issue that will be written as anecdotal writing. The issue is utilized as the basis for a full tale text. Furthermore, students are provided an overview of anecdotal literature as well as requirements for anecdotal texts.

## 4. FINDING AND RESULT

### 4.1 Data Description

#### Experiment Class Data Description

Before beginning to study using a problem-based learning (PBL) methodology, students' skills in composing anecdotal texts were tested. This initial test aims to determine the students' initial skills in writing anecdotal texts. The anecdotal text in this initial test was assessed from three aspects, namely content, structure, and language. The complete results of the acquisition of scores for each aspect, total scores, grades, and skill qualifications of each experimental class student in the initial test can be seen in Table 2. In this table summary of the experimental class students' skills in the initial test is presented as follow.

**Table 2.** Initial Skills of Students Anecdotal Text Writing Experiment Class

Level of Mastery	Qualification	Freq	Percentage
96-100%	perfect	0	0,00%
86-95%	very good	1	2,94%
76-85%	good	7	20,59%
66-75%	More than enough	9	26,47%
56-65%	Enough	9	26,47%
46-55%	Almost enough	7	20,59%
36-45%	Poor	1	2,94%
26-35%	Very poor	0	0,00%
16-25%	Bad	0	0,00%
0-15%	Very Bad	0	0,00%
Total		34	100%

Based on the table data, it can be seen that the initial skills of the experimental class students in writing anecdotal texts spread in six qualifications, namely very good, good, more than enough, enough, almost enough, and less. Very good qualification 1 person (2.94%), good qualification 7 people (20.59%), more than enough qualification 9 people (26.47%), enough qualification 9 people (26.47%), almost enough qualification 7 people (20.59%), and 1 person qualification (2.94%).

#### 4.1.1 Data on the skills of experimental class students in writing anecdotes using a problem based learning (PBL) model

After the initial test, the researcher conducted learning by applying the steps of the problem based learning (PBL) model. Learning was carried out in three face-to-face meetings. The first face-to-face meeting focused on understanding the concept of anecdotal texts, differences between anecdotal texts and humor, and modeling anecdotal texts. The second face-to-face meeting provides an understanding of the content and structure of the anecdotal text. The third face-to-face meeting discusses the language of the anecdotal text.

At the fourth meeting, a final test of the experimental class students' skills in writing anecdotal texts was conducted. In this final test students are divided into seventeen groups, each group consists of two people. The anecdotal text in this final test is assessed from three aspects, namely content, structure, and language. Complete results of scoring in each aspect, total scores, grades, and skill qualifications of each experimental class student on the final test can be seen in Table 3. In this table the summary of the experimental class students' skills in writing anecdotal texts using the problem based learning model is presented as follow.

**Table 3.** Experimental Class Students' Skills in Writing Anecdotal Text by Using the PBL Model

Level of Mastery	Qualification	Freq	Percentage
96-100%	perfect	0	0,00%
86-95%	very good	10	29,41%
76-85%	good	6	17,65%
66-75%	More than enough	14	41,18%
56-65%	Enough	2	5,88%
46-55%	Almost enough	2	5,88%
36-45%	Poor	0	0,00%
26-35%	Very poor	0	0,00%
16-25%	Bad	0	0,00%
0-15%	Very bad	0	0,00%
Total		34	100%

Based on the table data, it can be seen that the experimental class students' skills in writing anecdotal texts using the problem based learning model are spread in five qualifications, namely very good, good, more than enough, enough, and almost enough. Very good qualifications 10 people (29.41%), good qualifications 6 people (17.65%), more than enough qualifications 14 people (41.18%), enough qualifications 2 people (5.88%), and almost enough for 2 people (5.88%).

4.1.2 Data on creativity of experimental class students in writing anecdotes using problem based learning (PBL) models

The anecdotal texts of the experimental class students were also assessed from the element of creativity. Student creativity is also assessed from three aspects, namely content, structure, and language. Complete results per aspect, total scores, grades, and qualifications for creativity of experimental class students in writing anecdotal texts can be seen in Table 4. The table shows the summary of creativity of experimental class students in writing anecdotal texts using a problem based learning model is presented as follow.

**Table 4.** Experiment Class Student Creativity Writing Anecdotal Text Using the PBL Model

Level of Mastery	Qualification	Freq	Percentage
96-100%	perfect	0	0,00%
86-95%	very good	14	41,18%
76-85%	good	8	23,53%
66-75%	More than enough	8	23,53%
56-65%	Enough	4	11,76%
46-55%	Almost enough	0	0,00%
36-45%	Poor	0	0,00%
26-35%	Very poor	0	0,00%
16-25%	Bad	0	0,00%
0-15%	Very bad	0	0,00%
Total		34	100%

Based on the table data, it can be seen that the creativity of the experimental class students in writing anecdotal texts using the problem based learning model spreads in four qualifications, namely very good, good, more than enough, and enough. Very good qualifications 14 people (41.18%), good qualifications 8 people (23.53%), more

than enough qualifications 8 people (23.53%), and enough qualifications 4 people (11.76%).

**Control Class Data Description**

Before being given learning using conventional methods, an initial test of students' skills in writing anecdotal texts was first carried out. This initial test aims to determine the students' initial skills in writing anecdotal texts. The anecdotal text in this initial test was assessed from three aspects, namely content, structure, and language. The complete results of the assessment aspect scores, total scores, grades, and skill qualifications of each control class student on the initial test can be seen in Table 5. This table shows summary of the control class students' initial skills in writing anecdotal text is presented as follow.

**Table 5.** Initial Skills of Control Class Students Writing Anecdotal Text

Level of Mastery	Qualification	Freq	Percentage
96-100%	perfect	0	0,00%
86-95%	very good	1	2,94%
76-85%	good	4	11,76%
66-75%	More than enough	15	44,12%
56-65%	Enough	5	14,71%
46-55%	Almost enough	9	26,47%
36-45%	Poor	0	0,00%
26-35%	Very poor	0	0,00%
16-25%	Bad	0	0,00%
0-15%	Very bad	0	0,00%
Total		34	100%

Based on the table data, it can be seen that the initial skills of the control class students in writing anecdotal texts spread in five qualifications, namely very good, good, more than enough, enough, and almost enough. Very good qualification 1 person (2.94%), good qualification 4 people (11.76%), more than adequate qualification 15 people (44.12%), sufficient qualification 5 people (14.71%), and almost enough for 9 people (26.47%).

4.1.3 Data on skills of control class students in writing anecdotes using conventional methods

After conducting the initial test in the control class, the researcher conducted learning using conventional methods. Learning is carried out in three face-to-face meetings. The first face-to-face meeting focused on understanding the concept of anecdotal text, the difference between anecdotal text and humor, and modeling anecdotal text. The second face-to-face meeting provided an understanding of the content and structure of the anecdotal text. The third face-to-face meeting discussed the language of the anecdotal text. At the fourth meeting, a final test of the control class students' skills in writing anecdotal texts was conducted. In this final test students are divided into seventeen groups, each group consists of two people. The anecdotal text in this final test is assessed from three aspects, namely content, structure, and language. The complete results of the acquisition of scores for each aspect, total scores, grades, and skill qualifications of each control class student on the final test can be seen in Table 6. This Table shows the summary of the control class students' skills in writing anecdotal text using conventional methods is presented as follow.

**Table 6.** Control Class Students' Skills in Writing Anecdotal Text by Using Conventional Methods

Level of Mastery	Qualification	Freq	Percentage
96-100%	perfect	0	0,00%
86-95%	very good	0	0,00%
76-85%	good	6	17,65%
66-75%	More than enough	23	67,65%
56-65%	Enough	4	11,76%
46-55%	Almost enough	1	2,94%
36-45%	Poor	0	0,00%
26-35%	Very poor	0	0,00%
16-25%	Bad	0	0,00%
0-15%	Very bad	0	0,00%
Total		34	100%

Based on the table data, it can be seen that the control class students' skills in writing anecdotal texts using conventional methods spread in four qualifications, namely good, more than enough, enough, and almost enough. Good qualifications 6 people (17.65%), more than enough qualifications 23 people (67.65%), sufficient qualifications 4 people (11.76), and almost enough qualifications 1 person (2.94%).

#### 4.1.4 Creativity data of control class students write anecdotes using conventional methods

The anecdotal texts of the control class students were also assessed from the element of creativity. Student creativity is also assessed from three aspects, namely content, structure, and language. Complete results of scoring for each aspect of the assessment, total scores, grades, and qualifications of each control class student in writing anecdotal texts can be seen in Table 7. This table show summary of the creativity of control class students in writing anecdotal text using conventional methods is presented as follow.

**Table 7.** The Creativity of Control Class Students in Writing Anecdotal Texts Using Conventional Methods

Level of Mastery	Qualification	Freq	Percentage
96-100%	perfect	0	0,00%
86-95%	very good	10	29,41%
76-85%	good	6	17,65%
66-75%	More than enough	14	41,18%
56-65%	Enough	4	11,76%
46-55%	Almost enough	0	0,00%
36-45%	Poor	0	0,00%
26-35%	Very poor	0	0,00%
16-25%	Bad	0	0,00%
0-15%	Very bad	0	0,00%
Total		34	100%

Based on the table data, it can be seen that the creativity of the control class students in writing anecdotal texts using conventional methods spreads in four qualifications, namely very good, good, more than enough, and enough. Very good qualifications 10 people (29.41%), good qualifications 6 people (17.65%), more than enough qualifications 14 people (41.18%), and enough qualifications 4 people (11.76).

## 4.2 Data Analysis

### Experiment Class Data Analysis

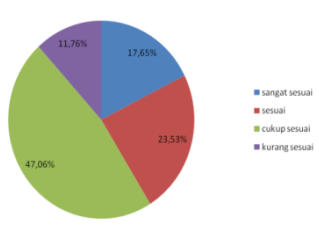
#### 4.2.1 Analysis of the initial skills of the experimental class students in writing anecdotal texts

Data analysis of the initial skills of experimental class students in writing anecdotal texts is presented for each

aspect of the assessment, namely aspects of content, structure, and language.

#### 4.2.1.1 Content aspect

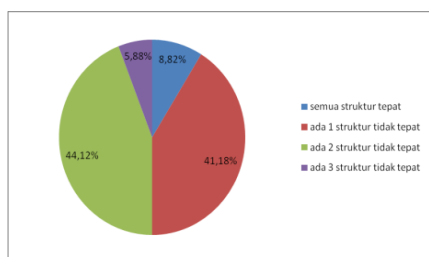
The initial skills of the experimental class students in writing anecdotal texts seen from the content aspect criteria are: very suitable 6 people (17.65%), suitable for 8 people (23.53%), quite suitable for 16 people (47.06%), and less suitable 4 people (11.76%). The distribution of the initial skills of the experimental class students in writing anecdotes in terms of content is shown in the following histogram form



**Figure 1** Histogram of Initial Skills of Experimental Class Students in Writing Anecdotal Texts on Content Aspects

#### 4.2.1.2 Structural aspects

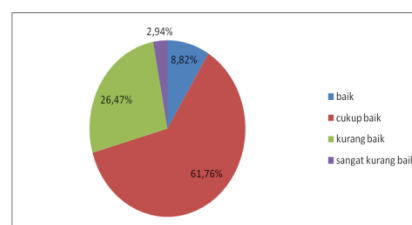
The initial skills of the experimental class students in writing anecdotal texts seen from the structural aspect criteria are: all structures are right 3 people (8.82%), there is one structure is not right 14 people (41.18%), there are two structures are not right 15 people (44.12%), and there are three incorrect structures 2 people (5.88%). The distribution of the initial skills of the experimental class students in writing annex texts seen from the structural aspect is shown in the following histogram form.



**Figure 2.** Histogram of Initial Skills of Experimental Class Students in Writing Anecdotal Texts on Structural Aspects

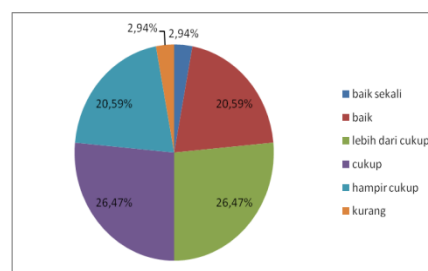
#### 4.2.1.3 Linguistic aspects

Initial skills of experimental class students in writing anecdotal texts seen from the linguistic aspect criteria are: good 3 people (8.82%), quite good 21 people (61.76%), poor 9 people (25.47%), and very poor good 1 person (2.94%). The distribution of the initial skills of the experimental class students in writing annex texts seen from the linguistic aspect is shown in the following histogram form.



**Figure 3.** Histogram of Experimental Class Students' Skills in Writing Anecdotal Texts on Language Aspects

The percentage distribution of the initial skill qualifications of experimental class students in writing anecdotal texts can be seen in the following histogram.



**Figure 4.** Histogram of Percentage of Initial Skills of Experimental Class Students in Writing Anecdotal Text

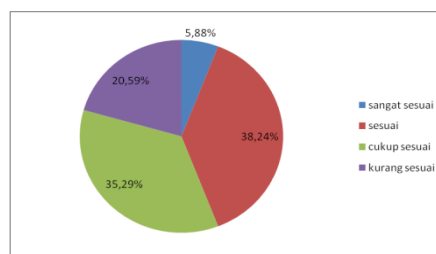
#### Control Class Data Analysis

#### 4.2.2 Data analysis of control class students' initial skills in writing anecdotal text

Data analysis of the control class students' initial skills in writing anecdotal texts was presented for each aspect of the assessment, namely content, structure, and linguistic aspects.

#### 4.2.2.1 Content aspect

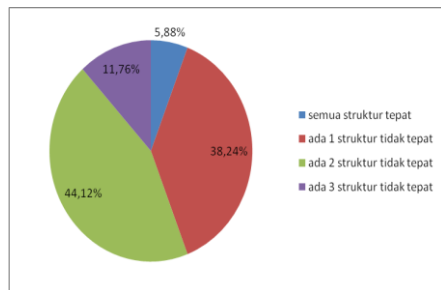
The initial skills of control class students in writing anecdotal texts on the content aspect were: very suitable for 2 people (5.88%), suitable for 13 people (38.24%), quite suitable for 12 people (35.29%) and not suitable for 7 people (20.59%). The distribution of the initial skills of the control class students in writing anecdotal texts on the content aspect is shown in the following histogram form.



**Figure 5.** Histogram of Initial Skills of Control Class Students Writing Anecdotal Text on Content Aspects

#### 4.2.2.2 Structural aspects

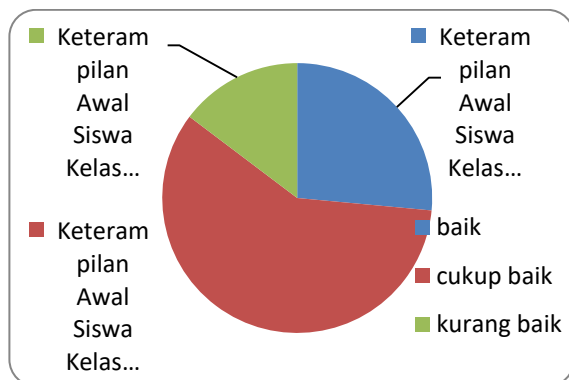
The initial skills of control class students in writing anecdotal texts on the structural aspects are: all structures are correct 2 people (5.88%), there is one incorrect structure 13 people (38.24%), there are two incorrect structures 15 people (44.12%), and there are three incorrect structures 4 people (11.76%). The distribution of the initial skills of the control class students in writing anecdotal text on the structural aspect is shown in the following histogram form.



**Figure 6.** Histogram of Initial Skills of Control Class Students in Writing Anecdotal Text on Structural Aspects

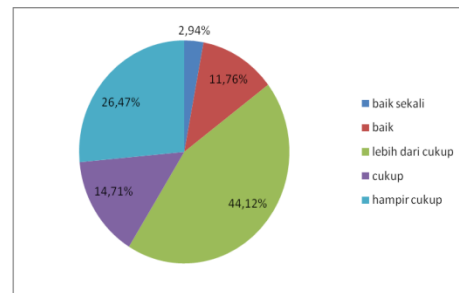
#### 4.2.2.3 Linguistic aspects

The initial skills of the control class students in writing anecdotal texts on the linguistic aspect were: good 9 people (26.47%), 20 people good enough (58.82%), and less good 5 people (14.71%). The distribution of the initial skills of the control class students in writing anecdotal texts on the linguistic aspect is shown in the following histogram.



**Figure 7.** Histogram of Initial Skills of Control Class Students in Writing Anecdotal Texts on Language Aspects

The percentage distribution of the initial skill qualifications of control class students in writing anecdotal texts can be seen in the following histogram.



**Figure 8.** Histogram of Initial Skills of Control Class Students Writing Anecdotal Text

#### Students' Skills in Writing Anecdotal Texts Using Problem Based Learning (PBL) Models

Based on the results of data analysis, information was obtained that there was an increase in students' skills in writing anecdotal texts using a problem based learning (PBL) model. This increase can be seen in every aspect that is assessed, namely aspects of content, structure, and language. In the aspect of content, before learning using the problem-based learning model, the number of students whose contents of anecdotal texts are very suitable is 6 people (17.65%) and 8 people (23.53%) are appropriate. After learning by using a problem based learning model, the number of students whose contents of anecdotal texts are very appropriate increased to 8 people (23.53%) and accordingly increased to 16 people (47.06%).

In the aspect of structure, before learning using a problem based learning model, the number of students whose all anecdotal text structures were correct was 3 people (8.82%). After learning by using the problem based learning model, the number of students whose all anecdotal text structures were correct rose to 12 people (35.29%). In the linguistic aspect, before learning using a problem-based learning model, the number of students whose language anecdotes were good was 3 people (8.82%). After learning by using the problem based learning model, the number of students whose language anecdotes are good rose to 16 people (47.06%). The initial skill score of the experimental class students in writing anecdotal texts is 65.10, which is in sufficient qualification. After being given learning to write anecdotal texts using a problem based learning model, the students' skill scores rose to 76.08, which were in good qualifications. There was an increase of 10.98 points.

Improving students' ability in composing anecdotal texts utilizing a problem-based learning paradigm in accordance with the presented theoretical study. According to Riyanto [25], problem-based learning is a learning style aimed to increase students' problem-solving abilities. The findings of this study back up Smith's [26] claim that problem-based learning aids



students by making them more memorable and boosting their grasp of educational materials. (2) increasing the emphasis on relevant knowledge, (3) promoting thinking, (4) developing teamwork, leadership, and social skills, (5) developing learning skills, and (6) motivating learning.

### Students' Skills in Writing Anecdotal Texts Using Conventional Methods

Data analysis yielded information on students' abilities to write anecdotal writings using traditional procedures. These abilities may be evident in every part of the assessment, including content, organization, and language. Before studying through traditional techniques, the number of pupils whose contents of anecdotal texts are extremely suitable is two (5.88%) and thirteen (38.24%). After studying through traditional techniques, the number of pupils whose anecdotal text contents are extremely suitable increased to 3 (8.82%) and consequently increased to 18 (52.94%).

Prior to the learning using traditional means, the number of pupils whose all anecdotal text structure were right was 2 people (5.88%). After learning using conventional methods, the number of students whose all anecdotal text structures are correct is still 2 people (5.88%). In the linguistic aspect, before learning using conventional methods, the number of students who had good anecdotal text linguistics was 9 people (26.47%). After learning by using conventional methods, the number of students whose language anecdotes were good dropped to 6 (17.65%). The initial skill score of the control class students in writing anecdotal texts is 65.29, which is in sufficient qualification. After being given learning to write anecdotal texts using conventional methods, the student's skill score rose to 70.00, which was in the more than adequate qualification. There was an increase of 4.71 points.

## 5. CONCLUSION

Based on the results of research and discussion, it can be concluded several things, as follows, Students' anecdotal text writing skills using a problem based learning model are better than students' anecdotal text writing skills using conventional methods. Based on the conclusions of the study, some suggestions are put forward as follows. (1) In carrying out the learning process to write anecdotal texts, teachers should use problem based learning. (2) To increase students' creativity in learning to write anecdotal texts, teachers should use problem based learning. (3) Further research is needed to find out more comprehensively the effect of problem based learning on students' skills in writing anecdotal texts.

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