



The Effect of Using the Problem Based Learning Model on Students' Procedure Text in Writing Skill

Muhammad Farhan¹, Conny², Efrini Panjaitan³.

^{1,2,3}English Department - STKIP Budidaya Binjai, Indonesia

This research aims to determine the effect of the Problem Based Learning (PBL) model on the writing ability of eighth-grade students at SMP Negeri 3 Binjai in the 2024/2025 academic year. The main problem addressed in this study is the low ability of students to write procedure texts. Many students still experience difficulties in organizing ideas, selecting appropriate vocabulary, and applying the correct structure of procedure texts. Therefore, an effective learning model is needed to help improve students' writing skills. This research employed a quantitative method with a quasi-experimental nonequivalent control group design using pre-test and post-test. The population consisted of 188 eighth-grade students of SMP Negeri 3 Binjai. The sample was selected through purposive sampling, consisting of 30 students in the experimental class and 30 students in the control class. The experimental class was taught using the Problem Based Learning (PBL) model, while the control class received conventional teaching methods. The research instrument used was an essay test requiring students to write a procedure text. The test was administered twice: before the treatment (pre-test) and after the treatment (post-test). The collected data were analyzed using the Independent Samples T-Test to determine whether there was a significant difference between the two groups. The results showed that the significance value (Sig. 2-tailed) was 0.00, which is lower than the significance level of 0.05. This indicates that the Problem Based Learning (PBL) model has a significant effect on students' ability to write procedure texts.

Keywords: Problem Based Learning, Procedure Text, Writing Skill.

INTRODUCTION

Writing is a form of self-expression conveyed through written language, allowing us to share our thoughts, emotions, and ideas with others. It serves as a platform for creativity and self-expression, allowing us to share our unique thoughts and experiences with the world." Writing is a productive skill that serves as a form of indirect communication. Its characteristics differ significantly from those of spoken language, making writing an essential ability for constructing and conveying meaning" (Miranti & Conny, 2018).

Writing skills are essential to learn when studying English, alongside speaking. Although both are categorized as productive skills, writing differs fundamentally from speaking. In writing, a person must depend solely on written words to convey ideas and meaning" (Yultisa et al., 2021).

Procedure text is an important text that can help people who have difficulty in the process of movement and doing things more easily. In the procedure there are many steps or instructions required to make or do something. These instructions are usually presented systematically and are often written in the imperative form (Panjaitan & Silalahi, 2019).

A procedure text is a type of text that provides instructions on how to do or make something. The main purpose of this text is to explain the steps involved in completing a particular task or process" (Ulfa & Indari, 2020).

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*Correspondence:
Muhammad Farhan
mhdfarhanahan1212@email.com

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Problem-based learning is an educational strategy that focuses on the application of information and abilities to real-world problems, allowing students to think critically and creatively to find result. This instructional approach encourages active participation and teamwork, enabling students to deepen their understanding of the material and enhance their skills in solving problems.

Problem-based learning is a learning model that can lead students to get to know objects in mathematics, students are involved actively in the learning process. This approach encourages them to participate more and exposes them to practical problems that serve as a foundation for understanding mathematical concepts.” (Servant-Miklos, 2019).

The students of grade VIII-1 at SMP Negeri 3 Binjai also experience The Similarly students often regard writing as the most challenging skill to master, which is evident in the quality of their written work. A primary difficulty they face is generating and organizing ideas. In addition, many students make frequent grammatical errors, fail to begin sentences with imperative verbs, and occasionally use Indonesian words in their writing. These issues are likely linked to their limited vocabulary knowledge. Such problems may stem from the teaching method, instructional materials, techniques, media, or a combination of these factors. To encourage active participation in classroom activities, teachers need to be both communicative and creative.

Many English teachers express their concern about the weakness of the students in writing. According to them the learners are not interested in learning to write because they are confused how to start their writing. For the purpose of improving the students' ability in writing, the writer assumes that Problem Based Learning Model can facility the teaching on writing The Problem-Based Learning (PBL) model not only assists teachers in connecting the material to students' real-life contexts but also enhances their motivation to implement this approach in teaching writing, particularly procedural texts. The writer identifies some problem in this research. They are:

1. The students cannot write procedure texts.
2. Many English teachers express their concern about the weakness of the students in writing.
3. The students are not interested in learning to write because they are confused how to start their writing.
4. The students showed low motivation in learning English, as they perceived the subject to be challenging and difficult to master.

In this case, the writer is motivated to do the research named: “The Effect of Using the Problem Based Learning Model on Students Procedure Text in Writing Skill at the Eight Grade of SMP Negeri 3 Binjai in Academic Years 2024/2025”. The writer formulates the problem of the research as the following: “Is there any significant effect of using the Problem Based Learning Model on students' procedure text in writing skill at the Eight Grade of SMP Negeri 3 Binjai in Academic Years 2024/2025?” The objective of this study is to determine whether the Problem-Based Learning (PBL) model has an effect on students' achievement in writing procedural texts.

In this context, the researcher believes that the Problem-Based Learning (PBL) Model can be an effective method to assist learners in writing procedure texts. PBL offers several advantages in the writing classroom. Firstly, it helps students generate ideas and arrange them in a logical order. Secondly, the problems used in PBL are usually drawn from real-life problems, make learns more relevant and relatable to students. PBL also creates a more engaging and enjoyable classroom environment, which can boost student motivation. Moreover, it provides opportunities for improving essential writing components like vocabulary and language use. Therefore, teaching writing through the Problem-Based Learning model is considered to be an effective approach for enhancing learners writing skills, particularly in writing procedure texts.

1. The modelling

The modelling is knowledge or skill learning which uses a model that can be imitated. It means that the model can be a way of operating something such as how to throw a ball in sport or examples of articles or journals (Jhonson, 2002:47). In conclusion, modeling in contextual learning refers to an instructional approach that provides students with observable or directly imitable examples, systems, or models as part of the teach and learn process.

Modelling is a step learning by demonstrating something as the example to be imitated by the students (Depdiknas, 2003). There are some examples of how modelling is learned in the classroom. They are: (1) a teacher demonstrates how to operate a computer, (2) a biology teacher demonstrates how to use a thermometer, (3) an Indonesia language teacher gives the students a paper, an article, a journal, and another text to show how to write them, (4) an English teacher demonstrates how to Make

some completed by a succession of acts or procedures

2. Problem based learning

Problem-Based Learning (PBL) is regarded as an innovative learning model because it introduces a new and different approach compared to previous models that were conservative, conventional, and entirely teacher-centered (Syamsidah & Suryani, 2018). This teaching model involves active learning and collaboration, allowing students to gain a different understanding of the subject and improve their problem-solving abilities. Problem-based learning prepares students for success in academic and professional settings by engaging them in hands-on, research-based activities that foster the improvement of important abilities such as communication, teamwork, and critical thinking.

In Problem-Based Learning (PBL), the learning process is student-centered, transforming students from passive listeners into active participants. The problems presented serve as the starting point for students to explore and understand the learning material (Thorndahl & Stentoft, 2020). Problem-Based Learning (PBL) enhances students' cognitive skills through collaborative group activities, allowing them to continuously develop, refine, strengthen, and evaluate their thinking abilities.

As a result, students eventually become accustomed to being active participants rather than passive observers who wait for answers from others. In other words, problem-based learning constantly engages students in critical thinking activities that lead them toward finding effective solutions.

Generally, The Problem-Based Learning (PBL) paradigm includes the following steps:

- a. Identifying the Problem: The process begins with students becoming aware of the problem that needs to be addressed. At this stage, students are expected to recognize and articulate the gaps or issues experienced by individuals or within the social environment.
- b. Defining the Problem: This involves clearly formulating the problem and establishing a shared understanding of it, along with identifying the necessary data to be collected. Students are encouraged to prioritize the problems based on relevance and urgency.
- c. Developing Hypotheses: Students are guided to analyze the cause-and-effect relationships underlying the issue and to propose a range of potential solutions that could be explored.
- d. Gathering Data: At this stage, students collect relevant data related to the problem. They are expected to organize, map, and present the information using various formats to facilitate comprehension.
- e. Testing Hypotheses: Students evaluate their proposed hypotheses through discussion and analysis to determine their validity and how well they relate to the core problem.
- f. Identifying Possible Solutions: Finally, students select feasible alternative solutions based on the analysis and consider the potential consequences of each option to arrive at the most appropriate resolution.

3. Writing skill

Writing is a fundamental language skill, alongside reading, speaking, and listening. It serves as a medium for conveying thoughts and ideas from the mind into written form. The main purpose of writing is to describe ideas and communicate them effectively through written language. Writing is a linguistic competence that is expressed in writing form (Pradiyono, 2006). Meanwhile, (Meyers, 2005), says that writing is a produce language when you do and when you talk. That writing as a skill is very paramount for many reasons (Clay, 1983:10). One key reason for emphasizing writing is that it encompasses far more than simply transcribing spoken language. According to (Wells, 2003) writing encourages the students to interrogate one's interpretations. It involves responding to the utterances of others as well as drawing on one's own experiences and beliefs in order to contribute meaningfully to an ongoing dialogue that enriches the community's understanding of the relevant area of experience.

Writing is a vital ability for junior high school pupils who are learning English. Its function is to deliver written messages. Writing involves a variety of abilities during the teaching and learning process. To create cohesive and relevant writings, students must have language skills including vocabulary, grammar, mechanics, and spelling. Additionally, they need to generate and develop ideas effectively to construct sentences and paragraphs that form well-organized written compositions. In practice, however, students often make various errors related to both content and form. Producing a well-written text cannot be achieved instantly or in a single attempt. Writing is a process that involves multiple stages and continuous improvement.

A variety of elements impact language learning performance, including students, teachers,

teaching techniques, learning media, and student motivation. Among these, learning media play a critical role in supporting English instruction. However, observations at SMP Negeri 3 Binjai revealed that the teacher did not utilize engaging or varied media in the writing class. As a result, students often experienced boredom during lessons, which hindered their learning outcomes.

Procedure text is a set of instructions for making something. For example, a procedure for making a classic Italian lasagna could include steps such as layering pasta sheets with meat sauce and cheese, then baking until bubbly and golden brown. Following these instructions carefully would result in a delicious homemade meal that can be enjoyed by the whole family. In writing various types of texts, one common genre is the Generally, a procedure text is used to explain how to make or perform something by presenting a series of steps in a logical order. It describes how to create or do something through a sequence of actions. This type of text commonly uses imperative sentences, such as *cut*, *place*, *use*, and others. The main purpose of a procedure text is to provide clear, sequential instructions or directions so that a task can be completed safely, efficiently, and correctly (Bachtiar, 2010:98).

Procedure text is a kind of text designed to inform the reader on how to perform an activity, operate something, or create a product. The information in a procedure text is typically written in the present tense and arranged in a logical, step-by-step sequence.

In this context, the researcher believes that the Problem-Based Learning (PBL) Model can be an effective method to assist learners in writing procedure texts. PBL offers several advantages in the writing classroom. Firstly, it helps students generate ideas and arrange them in a logical order. Secondly, the problems used in PBL are usually drawn from real-life problems, make learns more relevant and relatable to students. PBL also creates a more engaging and enjoyable classroom environment, which can boost student motivation. Moreover, it provides opportunities for improving essential writing components like vocabulary and language use. Therefore, teaching writing through the Problem-Based Learning model is considered to be an effective approach for enhancing learners writing skills, particularly in writing procedure texts.

4. The teaching procedure

- a. Every teacher manages their classroom in a unique way, so it is essential to establish specific procedures that ensure smooth classroom operations and to explicitly teach these procedures to students. No matter the students' age, merely displaying expectations or procedures on the classroom wall is insufficient they must be consistently taught, practiced, and reinforced throughout the academic year.
- b. Clearly Define Expectations, Students must understand precisely what is expected of them and how to perform each procedure correctly. Teachers should give detailed explanations of every step involved. To help students remember, some educators use acronyms. For instance, the acronym "BAC" can be used to guide behavior: "B" stands for bodies how students should move or whether they may leave their seats; "A" stands for assistance how to seek help from the teacher; and "C" stands for conversation whether students are allowed to talk, and if so, with whom.
- c. Prepare Visual Aids Creating visuals is a valuable strategy for reinforcing procedures. One common tool is the "Looks Like, Sounds Like" chart. Teachers may also post visuals illustrating expectations such as the "BAC" acronym for each classroom procedure or activity.
- d. Teach the Procedures, Using the visual aids, teachers should provide clear and specific instruction for each procedure. This includes explaining how students should behave, move, interact, and meet all relevant expectations.
- e. Practice the Procedures Beyond verbal instruction, students need opportunities to physically practice the procedures. For example, after being taught how to enter the classroom properly, students can simulate arriving by lining up outside the door and demonstrating the routine. Engaging students in both correct (example) and incorrect (non-example) demonstrations can make the practice more enjoyable and effective.
- f. Observe and Evaluate, In the days following instruction, teachers should actively monitor how well students follow the procedures. Using classroom-wide motivation systems such as "Fill-in-the-Blank," "100 Squares," or "Marble Jar" can encourage consistent procedural adherence.

- g. Re-teach, When Necessary If students are not consistently performing the procedures as expected, it may be necessary to reteach or review the steps. Regular reminders and reinforcement help ensure that routines are maintained effectively throughout the school year

METHOD

Research of design

This research employs a quasi-experimental design, specifically the none equivalent control group design. In this design, the experimental group is taught using the Problem-Based Learning (PBL) model, whereas the control group is taught through conventional teaching methods. This design is chosen to allow the researcher to provide treatments to the participants and measure the outcomes before and after the treatment as a comparison group without the PBL treatment. Design of the experimental research. It means that two groups use namely, experimental and control groups.

A quasi-experimental design involves the assignment of participants to groups, but without the use of random assignment. The researcher uses intact groups in the experiment, such as classes or schools already organized into groups (Creswell, 2012).

Location and Time of the Research

The researcher carried out the reasearch at SMP Negeri 3 Binjai of eight years students of the 2024/2025. Jalan Sukarno Hatta No. 17 Kota Binjai. The writer choosen this location because the English research has never been done in this school. It was conducted in April 2025.

Population and sample of the Research

The population is defined as the entire group of individuals, events, or objects that share common characteristics and represent a well-defined class (Donald Ary et all.,2016). The population of this research are the students of eight grade at SMP Negeri 3 Binjai to find out the information about their difficulties in procedure text writing. The students whom the writer selected are the students that had lowest score in procedure text writing test about offering and suggesting by threads as a problem-based learning model that will suggest by English teacher at SMP Negeri 3 Binjai. So, the population in the research carried out at eight grade 188 students.

This research uses a purposive sampling technique. The researcher chose this technique because the sample selection not random. The research sample are students of VIII-1 & VIII-2 as the class which high score in procedure text writing test. The total of students are 60 students in the classroom. The research object will relate to what the research meant to do. Object of the research will the difficulties of students' procedure text writing in expressing offering and suggesting by threads as a problem-based learning model.

Instrument of the Research

The researcher use of essay test to writing procedure text. The criteria of scoring the test following generic structure and grammatical feature score of procedure text. The score ranges are between 0-100.

The Data Collection Technique

The data collection technique in this research used the pretest & posttest technique, for the pre-test the researcher tested students using an essay test without using a problem-based learning model, after that the researcher gave treatment and formed groups of students to carry out the second essay test, namely the posttest, and in this posttest the researcher also used a problem-based learning model, the material used was procedural text to determine students' understanding of the procedure text.

Hikmawati, 2020:16 states that operational definition is specifications of the researcher's activity in measuring and manipulating variables. Operational definition will give limitation or meaning of variables in elaborating matter which will to be conduct by the researcher to measure the variable. This research focuses on analysis students' procedure text writing in expressing offering and suggesting.

The Technique of Data Analysis

Data analysis will be carried out to assess the effectiveness of the Problem-Based Learning (PBL) model on students' ability to write procedural texts. The analysis includes several statistical tests: the normality test, homogeneity test, hypothesis testing, and the independent samples t-test.

RESULT AND DISCUSSION

Result

Data on the writing proficiency of eighth-grade students at SMP Negeri 3 Binjai in the Procedure Text in Writing Skills during the 2024–2025 academic year was collected using identical tests in two groups, as previously mentioned. Students can be given related tests to obtain both kinds of information. After gathering and examining the students' responses to the writing test, the author assigned a score for each essay test.

The result scores of students' pretest and post-test in the assessment of writing skill in Procedure Text in Writing Skill for group experiment that was taught using cooperative learning: Problem Based Learning Model were different.

The data analysis and displayed in tabular form provided valuable insights for determining the research findings. In this research, the researcher analyzed the test scores to evaluate the effectiveness of cooperative learning through the Problem-Based Learning (PBL) model on the writing achievement in procedure texts at the eighth-grade students of SMP Negeri 3 Binjai during the 2024–2025 academic year.

TABLE 1. Tests of Normality Shapiro-wilk

Groups		Statistic	df	Sig.
Students	Posttest - Experimental	.939	30	.071
Result	Posttest - Control	.935	30	.067

Normality Analysis of Data Distribution, based on the results of the Shapiro-Wilk normality test, the significance value of the post-test in the experimental group was 0.71, and in the control group, it was 0.67. Since both values are greater than the significance level of 0.05, it can be concluded that the data in both groups are normally distributed.

TABLE 2. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students Result	Based on Mean	.580	1	58	.449
	Based on Median	.390	1	58	.535
	Based on Median and with adjusted df	.390	1	57.889	.535
	Based on trimmed mean	.618	1	58	.435

Homogeneity Analysis of Data Variances, according to the homogeneity of variance test, the significance value in the "Based on Mean" column was 0.449, which is greater than the significance threshold of 0.05. This indicates that the data variance is homogeneous, thereby satisfying the assumption required for conducting an independent samples t-test.

Table 3. Independent Sample T Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Student's Equalvariances	.216	.644	-	58	.000	-9.333	1.731	-12.799	-5.867

Result	assumed	5.390				
	Equalvariances not assumed	- 57.783 .000	-9.333	1.731	-12.800	-5.867
		5.390				

The Data Analysis of Hypothesis, the significance (sig) 2-tailed value was 0.00, as determine by the independent Samples T Test analysis above. To determine the effect of variable X on Y, the value was compared to the significance level to see if it was higher or lower (0.05). Because the result was $0.00 < 0.05$, H_a was approved and H_o was rejected. Furthermore, the independent -Samples T Test analysis revealed that the coefficient of t counted was -5.390, which was higher than the t table coefficient (2.002) in appendix x, indicating that H_a was accepted and H_o was rejected, with significance level (α) = 0.00 (2-tailed) and degree of freedom (df) = 58, indicating that H_a was accepted and H_o was rejected.

The Research Finding, this shows that the different between the experiment and control group is statistically significant. As a result, the hypothesis of the research was accepted, in experimental group the pretest, students had an average score of 71.83. While the average post-test score of students was 81.17. In the control group taught conventionally through regular learning, the pretest produced an average score of 72.50 and an average post-test score of students was 80.17. Thus, the use of the Problem Based Learning model has an effect and there is a significant increase in students' ability to write procedure texts. indicating that cooperative learning: Problem Based Learning Model has a substantial effect on students' writing skill in Procedure Text of Eight Grade students at SMP Negeri 3 Binjai in academic years 2024-2025.

Discussion

This research was conducted to determine whether the use of the Problem Based Learning (PBL) model has a significant effect on students' writing skills in procedure texts among the eighth-grade students of SMP Negeri 3 Binjai in the academic year 2024-2025. Based on the results of the data analysis, the findings indicate that the implementation of the PBL model positively influences students' writing ability. The statistical analysis showed that the data from both the experimental and control groups were normally distributed. This was proven by the results of the Shapiro–Wilk test, where the significance values of the experimental group (0.071) and the control group (0.067) were higher than the significance level of 0.05. In addition, the homogeneity test also showed that the data variance was homogeneous, with a significance value of 0.449, which is greater than 0.05. These results indicate that the assumptions required for conducting an independent samples t-test were fulfilled.

Furthermore, the result of the independent samples t-test showed that the significance value (Sig. 2-tailed) was 0.000, which is lower than the significance level of 0.05. It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. The t-count value (-5.390) was also higher than the t-table value (2.002), which further confirms that there is a significant difference between the experimental group and the control group.

The improvement in students' writing ability can also be seen from the mean scores. In the experimental group, the average score increased from 71.83 in the pre-test to 81.17 in the post-test. Meanwhile, in the control group, the mean score increased from 72.50 in the pre-test to 80.17 in the post-test. Although both groups showed improvement, the experimental group demonstrated a slightly higher increase after being taught using the Problem-Based Learning model.

This improvement may occur because the PBL model encourages students to be more active and involved in the learning process. Through problem-solving activities, students are required to analyze situations, discuss ideas with their peers, and organize their thoughts before writing. This process helps students understand the structure and language features of procedure texts more effectively. In addition, collaborative learning activities allow students to exchange ideas and receive feedback from their peers, which can improve the quality of their writing.

The findings of this study are consistent with previous studies which suggest that the Problem-Based Learning model can enhance students' critical thinking, collaboration, and writing skills. By engaging students in meaningful problem-solving tasks, PBL creates a more interactive and student-centered learning environment, which ultimately supports the development of writing competence. Based on these findings, it can be concluded that the use of the Problem-Based Learning model

significantly improves students' writing skills in procedure texts. Therefore, this model can be considered an effective teaching strategy for English teachers, especially in teaching writing skills at the junior high school level

SUGESSTION AND CONCLUSION

Based on the results of the research, it can be concluded that there is a significant effect of the Problem-Based Learning (PBL) model on students' writing skills in procedure texts of the eighth-grade students at SMP Negeri 3 Binjai in the academic year 2024/2025. Before testing the hypothesis, the researcher conducted prerequisite tests, namely the normality test and homogeneity test. Based on the result of the normality test using the Shapiro–Wilk analysis, the data were normally distributed. The significance value of the post-test in the experimental group was 0.071, and the significance value in the control group was 0.067. Since both values were higher than the significance level of 0.05, it can be concluded that the data from both groups were normally distributed. Furthermore, the result of the homogeneity test showed that the data variance was homogeneous, as indicated by the significance value in the “Based on Mean” column, which was 0.449 and higher than the significance level of 0.05. Therefore, the assumptions required for conducting the independent samples t-test were fulfilled.

The result of the Independent Samples T-Test analysis showed that the significance value (Sig. 2-tailed) was 0.000, which was lower than the significance level of 0.05. In addition, the value of t-counted was -5.390, which was higher than the t-table value of 2.002 with a degree of freedom (df) of 58. These results indicate that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Therefore, it can be concluded that the use of the Problem-Based Learning model significantly affects students' writing skills in procedure texts.

Based on the results of this study, it is suggested that English teachers consider applying the Problem-Based Learning model in teaching writing, especially procedure texts, because this model can encourage students to be more active, collaborative, and involved in the learning process. Students are also expected to participate actively in learning activities, particularly in problem-solving and group discussions, so that they can improve their writing ability. In addition, schools are expected to support teachers in implementing innovative learning models to create a more effective learning environment. Finally, future researchers are encouraged to conduct further research on the implementation of the Problem-Based Learning model in different language skills, text types, or with larger samples in order to enrich the findings in the field of English language teaching.

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