# Improving Students' Writing Skills in Exposition Text through Problem-based Learning and Outlining at SMAN 6 Semarang

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**ABSTRAK**

Penelitian ini bertujuan: 1) Untuk mengetahui keadaan awal tulisan siswa sebelum penerapan teks Eksposisi dengan menggunakan model Problem-based Learning dan teknik outlining; 2) Untuk mengetahui bagaimana penerapan model Problem Based Learning dan teknik outlining dalam menulis teks eksposisi; 3) mengetahui hasil penerapan model Problem Based Learning dan teknik outlining dalam menulis Exposition Text. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas dengan pendekatan kualitatif dan kuantitatif. Data kualitatif diambil dari data dua siklus observasi proses pembelajaran (mencatat) analisis. Sedangkan data kuantitatif diambil dengan membandingkan skor keterampilan menulis siswa pada pra-perlakuan, siklus I, dan siklus II. Penelitian ini dilakukan di SMAN 6 Semarang pada tahun ajaran 2022/2023. Subjek penelitian adalah siswa kelas X-J SMAN 6 Semarang. Jumlah siswa seluruhnya 36 orang yang terdiri dari 16 laki-laki dan 20 perempuan. Hasil dari keadaan awal menggunakan observasi menunjukkan bahwa siswa kekurangan kosa kata, bingung menyusun kata menjadi kalimat dalam bahasa Inggris, dan tidak memiliki ide untuk menulis. Kemudian, hasil pengujian menunjukkan bahwa penerapan model problem-based learning dan teknik outlining dapat meningkatkan kemampuan siswa pada ranah keterampilan menulis. Hasil pra-perlakuan menunjukkan skor rata-rata keterampilan menulis teks eksposisi siswa adalah 61,3611. Setelah diberikan perlakuan pada siklus I rata-rata skor pengetahuan siswa meningkat menjadi 78,41667 dan naik menjadi 84,41667 pada siklus II. Meski begitu, pada siklus terakhir enam siswa tidak dapat mencapai passing grade yang ditetapkan guru. Hasilnya, model Problem Based Learning dan teknik outlining dapat meningkatkan kemampuan menulis teks eksposisi siswa.

**Kata kunci:** Pembelajaran Berbasis Masalah, Outlining, Menulis Teks Eksposisi

**ABSTRACT**

*This research aims are: 1) To find out the initial state of students' writing before the implementation of Exposition text by using the Problem-based Learning model and outlining technique; 2) To know how the implementation of the Problem-based Learning model and outlining technique in writing exposition text; 3) to know the results of implementing the Problem-based Learning model and outlining technique in writing Exposition Text. The method used for this research is Classroom Action Research with qualitative and quantitative approaches. Qualitative data were taken from data two cycles of learning process observation (take notes) analysis. Meanwhile, quantitative data were taken by comparing students' writing skill scores in the pre-treatment, first, and second cycles. This research was conducted at SMAN 6 Semarang in the academic year of 2022/2023. The subject was students' X-J grade of SMAN 6 Semarang. The total number of students was 36 consisting of 16 males and 20 females. The initial state using observation showed that students lack vocabulary, are confused about arranging words into sentences in English, and do not have ideas for writing. Then, the test result showed that implementing problem-based learning models and outlining techniques can improve students' writing skills. The result of pre-treatment showed an average score of students' writing skills in exposition text was 61.3611. after the treatment was applied to cycle one, the average score of students' knowledge increased to 78.41667 and rose to 84.41667 in cycle II. Even so, in the last cycle, six students could not reach the passing grade set by the teacher. As a result, the Problem-based Learning model and outlining technique can improve students' writing exposition text.*

*Keywords: Problem-based Learning, Outlining, Writing Exposition text*

## 1. INTRODUCTION

There is a noticeable change in how learning takes place in the 21st century, where the focus is shifting from a teacher-centered approach to a student-centered one. In this new paradigm, teachers are no longer the sole providers of knowledge, as students are encouraged to take charge of their learning and discover information independently. Teachers are emphasized to be good facilitators who can explore the potential of their students, so every learning activity should have the following characteristics: critical thinking skills and problem-solving, creativity innovation, and communication and collaboration.

Nevertheless, in practice, students have struggled to generate their ideas or provide answers to questions posed by teachers. They have shown proficiency in answering questions that require Lower Order Thinking Skills (LOTS). For instance, questions like "What is exposition text?", "What is the social function of exposition text?" and "What is the generic structure of the text?" can be quickly answered by students. This ease is because these questions do not demand higher-order thinking skills. Students who memorize the provided theory can promptly respond to such questions.

English Learning should also encourage critical and creative thinking activities based on Higher Order Thinking Skills (HOTS). The teacher's role in the classroom is implementing learning activities and assessments that align with this HOTS-based approach. It's important to note that HOTS does not imply making learning unnecessarily complex and lengthy. Instead, it involves creating a learning environment that motivates students to think critically when solving problems, ultimately fostering creativity.

Classroom learning activities are determining factors for students' academic achievement. That is why students must be required to be active during learning takes place. This activity can be formed through problem-based learning. Problem-based Learning (PBL) is a learning model involving students' activeness, always thinking critically, and skillfully solving a problem. The workflow of students depends on how complex the problem is given. Like project-based learning, the success rate of this method depends on the students' activeness. The more actively students utilize their thinking skills, the greater the chance for problems to be solved. In addition, by applying PBL, students will be led to create texts by thinking critically about what is around them.

Furthermore, mastering writing skill is crucial for English as a Foreign Language (EFL), as it is essential to written communication and academic writing. (Fareed, Ashraf, & Bilal, 2016) in (Toba et al., 2019). Nevertheless, of the four language skills, students found writing to be the most intricate to acquire. This complexity stems from a lengthy process that begins with prewriting, progresses to editing, and demands various writing skills and abilities (Salija, 2017). In addition, (Moses & Mohamad, 2019) said several challenges faced by students in writing, including; lack of vocabulary, trouble with grammar, poor spelling, students' readiness, lack of exposure to books and reading material, and lack of motivation.

During preliminary research, it was discovered that students encounter difficulties in writing, even when composing short paragraphs. One common issue observed is their tendency to make significant errors. Specifically, when creating a brief essay, they often struggle with articulating a clear thesis statement that introduces the topic and main idea of the paragraph. Furthermore, they face challenges constructing effective topic sentences for their body paragraphs. These topic sentences are often either excessively narrow, lacking meaningful content, or excessively broad, incorporating multiple ideas.

Another problem is the students' inability to develop coherent, well-structured paragraphs or essays. The supporting sentences fail to align consistently with the central ideas,

resulting in a lack of unity, coherence, and depth. One factor contributing to the illegibility of their writing is the poor organization of ideas. This hinders readers' comprehension, as they only grasp fragments or fail to grasp the writers' intended message due to the lack of proper organization. Consequently, the overall quality of the writing falls short of expectations, and the flow of ideas appears disjointed.

Enhancing writing skills is a consistently challenging endeavour, yet it remains engaging. To create well-written compositions, students must thoroughly understand punctuation, grammar, vocabulary, spelling, and sentence structure. On the other hand, students require a technique for writing to create a good and coherent idea. Using an outlining technique in writing leads to increased efficiency and effectiveness. It enables writers to structure their thoughts, concentrate on pertinent content, and arrange coherent supporting information. According to (Salija, 2017), Outlining serves as a blueprint for where the writing process begins. Writers used to outline beforehand find it an efficient and transparent method of organizing their ideas.

Several studies have been conducted regarding the implementation of problem-based learning and outlining. The first research was done (Salija, 2017) and titled "The Effect of Using Outlines on Idea Development Quality of Students Essay Writings." It is a kind of experimental research. The result represented that using outlining strategy was significantly better than without, and the comparison indicated the same results as classification both with and without outlines. It was strongly recommended that the prewriting process be pivotal for good idea-quality development.

The second study was conducted by (Sari et al., 2021) with the title "The Effect of Problem-Based Learning on Problem-Solving and Scientific Writing Skills." they used quasi-experimental research. The result indicated that the problem-based learning model significantly affected students' problem-solving and scientific writing skills, and problem-based learning and problem-solving skills significantly impacted scientific writing skills.

Similar to the previous research, this research was conducted (Tazky, 2018) under the title "The Effect of Using Outline Technique to Improve Students' Ability in Writing Descriptive." This research examines the effectiveness of an outline in enhancing students' writing skills, specifically in content and organization in descriptive text. The chosen research design is action research, focusing on the students' writing component, particularly content and organization, and using an outline. The findings indicate a significant improvement between the pretest and post-test scores, with higher post-test scores. The study also reveals that using an outline positively influences students' writing, particularly in the content and organization of their essays. Challenges such as difficulty organizing ideas and expressing thoughts in writing have been effectively resolved by implementing an outline. This improvement is evident in the quality of their descriptive essay and the enhancement observed in content and organization.

Enhancing writing skills is highly challenging and arduous for educators and students. However, this process becomes more helpful by incorporating problem-based learning and outline techniques into writing academic writing. Ultimately, the outcomes are also improved. Based on the facts above, the author proposed implementing problem-based learning activities and outlining technique to enhance the ability to write exposition texts for students in class X-J, SMAN 6 Semarang semester 2 of 2022/2023.

The formulation of the problems in this study are: 1) How is the initial state of the students before the implementation of the Problem-based Learning model and outlining technique in writing exposition text? 2) How is implementing the Problem-based Learning model and outlining technique in writing exposition text? 3) What are the results of implementing the Problem-based Learning model technique and outlining in writing Exposition text?

Furthermore, the objectives of this study are: 1) To find out the initial state of students before the implementation of Exposition text by using the Problem-based Learning model and outlining technique; 2) To know how the implementation of the Problem-based Learning model and outlining technique in writing exposition text; 3) to know the results of implementing the Problem-based Learning model and outlining technique in writing Exposition Text learning.

## Higher Order Thinking

Thinking is a mental activity that involves various cognitive processes. Higher Order Thinking (HOT) comprises critical, logical, reflective, metacognitive, and creative thinking. These types of thinking come into play when encountering unfamiliar problems, uncertainties, questions, or dilemmas (Mainali, 2013). Furthermore, HOTS was related to Benjamin Bloom's Taxonomy. Educators regularly use Bloom's Taxonomy to come up with learning objectives that aim not only at the subject matter but also at the level of learning they want students to achieve, and then to create tests that accurately report on students' progress about the outcomes (Anderson et al., 2001).

Meanwhile, according to Bloom's taxonomy, higher-order thinking skills are thinking activities that involve high hierarchical cognitive levels. Hierarchically, Bloom's taxonomy consists of six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. Further, (Anderson et al., 2001) revised Bloom's taxonomy to enhance its effectiveness and precision in teaching. Anderson and Krathwohl developed Bloom's taxonomy into remembering, understanding, applying, analyzing, evaluating, and creating. In its development, remembering, understanding, and applying are categorized as recalling and processing, while analyzing and evaluating are classified as critical thinking. Finally, creating is categorized as creative thinking.

## Problem-based Learning (PBL)

According to (Ali, 2019), PBL is an approach to enhance knowledge and comprehension by pinpointing issues within a given situation. Several fundamental principles associated with PBL include the following: 1) Encouraging independent and self-guided Learning, 2) Promoting group-based Learning with the teacher serving as a facilitator, 3) Ensuring equal participation from all groups involved, 4) Enabling students to acquire knowledge in areas such as motivation, teamwork, problem-solving, and task engagement 5) Utilizing various materials such as data, photographs, and articles to tackle the problem at hand.

## Outlining

An outline is a blueprint that shows the division and subdivision of your paper, the order of your ideas, and the relationship between the concept and the supporting argument. Based on a study by (Wicaksono & Riwayatiningsih, 2019) in (Basri et al., 2023), an outline is a prewriting strategy that aids in the arrangement of ideas in a structured manner. It is a proper technique employed by students in the writing classroom to organize their thoughts coherently.

In a broader sense, outlining refers to organizing ideas in a specific sequence as a preparatory step for writing. This cognitive process, as described by Flower and Hayes (1981) (Wahyudin, 2020), involves individuals expressing their thoughts in the target language. By creating a framework, writers can effectively focus on the topic they wish to communicate. Furthermore, Smalley, Reutten, and Kozyreve (2000), cited in (Wahyudin, 2020), define an outline as a paragraph structure that comprises a general topic sentence and detailed supporting sentences. In essence, outlining assists writers in expressing their ideas fluently and provides a comprehensive overview of the entire text. Based on these arguments, it can be concluded that the outline technique is employed in teaching writing skills to

assist students in generating and organizing their written work.

## Writing Skill

Writing is a cognitive process that involves planning and can undergo countless revisions before its final version is released. Harmer (2004) adds (Yusuf et al., 2019) writing prompts students to pay attention to precise language usage. (Durga & Rao, 2018) state that writing aims to communicate thoughts, ideas, and information using simple and clear language. Crimmon (Sukesti, 2019) states that writing is exploring thoughts and feelings about an object choosing things to write about, and determining how to write so that readers can understand them easily and clearly.

PBL is a pedagogical approach that enables students to learn while engaging actively with meaningful problems. Students are given the opportunities to problem-solve in a collaborative setting, create mental models for learning, and form self-directed learning habits through practice and reflection (Yew & Goh, 2016)

From the various explanation above, it can be concluded that writing skills are a way to convey opinions and ideas by composing words and sentences using certain rules to be understood by others following the goals to be achieved.

## Exposition Text

Exposition text is a kind of argumentative text. That is, this type of text functions to state, strengthen, and defend the author's personal opinion or opinion based on supporting evidence or reasons. Because it contains the author's personal opinion, exposition text tends to have a high level/sense of subjectivity. Therefore, the way of writing and the choice of words also differ from other texts that are objective, such as descriptive, reports, and explanations (Kurniawati, 2019).

## 2. RESEARCH METHOD

The research was a Classroom Action Research (CAR) conducted to solve problems in particular situations and conditions. Following Carr & Kemmis, 1986 cited in (Nunan & Bailey, 2009),

action research is reflective research carried out by a practitioner in a particular context to improve the quality of the practice he is carrying out, his understanding of the practice, and the situation in the related context. Like research in general, CAR also involves scientific procedures consisting of asking questions, collecting, analyzing, and interpreting data. The classroom action research was conducted with English teachers at SMAN 6 Semarang. This study was referred to as the Spiral Model Kemmis & Mc Taggart. CAR's implementation includes four stages 1) planning, 2) action, 3) observation 4) reflection. These steps can be seen in the following image.
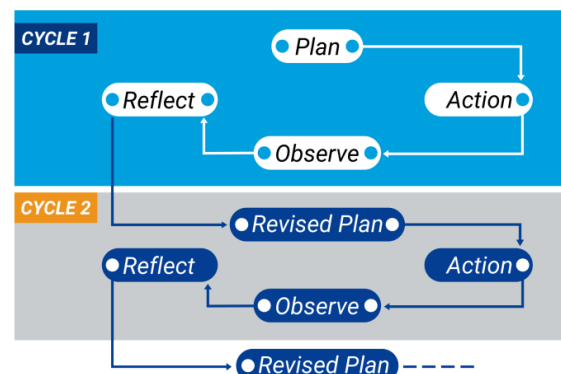


**Figure 1.** Action Research Cycle (adapted from Kemmis and McTaggart's model)

These four steps are part of a cycle. This cycle can be continuously repeated until the teacher achieves the desired result. This study was carried out in two cycles. This research took place from March 15 to May 12, 2023, from planning to preparation of the final report. Data collection techniques used are in the form of tests and observation. This research was conducted at SMAN 6 Semarang in the academic year of 2022/2023. The subject that the researcher used was X-J grade of SMAN 6 Semarang. The school was at St. Ronggolawe, No.4, Gisikdrono, Semarang. There are 36 students, consisting of 16 males and 20 females. Data from pre-treatment shows that students in this class still have low ability in writing. This factor facilitated the researcher to get close to the students.

## 3. RESULT AND DISCUSSION

### Implementation of Learning and Student Ability in Initial Conditions

The researcher made preliminary tests to find student problems during the exposition text learning process. In the pre-Cycle, the researcher used observation and tests as instruments. The test assesses students' writing skills.

The observation in pre-treatment showed that in the pretest session, students are prohibited from opening online dictionaries on smartphones. Still, they are allowed to open dictionaries, so there is no cheating in translating sentences directly using an online dictionary. In this activity, students looked confused in arranging words into sentences in English. In addition, many students asked the teacher about vocabulary they did not know. Because many students ask questions instead of opening the dictionary, they bring the teacher to write down the vocabulary asked on the blackboard, such as; *ahli gizi, maka dengan itu, penyakit, 4 sehat 5 sempurna, sakit perut, maag, manfaat,* etc. Besides, students actively participated in the classroom's learning activities implemented by the teacher. Although some students were not interested and had no idea about doing the pretest, this was evident from the results of the students who only wrote three sentences. Moreover, one student was not present during the implementation of the prewriting test and did a follow-up test on the day before the implementation of the cycle I. The strengths of implementing the pretest are; teachers provide learning aids in the form of worksheets, and The teacher checks students' activities in writing by going around and asking about their difficulties so that they know students' difficulties.

Based on getting information from the observation, the researcher conducted the prewriting test to measure students writing exposition text. Five aspects were scored in writing exposition text. There were vocabulary, text structure, elaborating, grammar, and mechanics. The

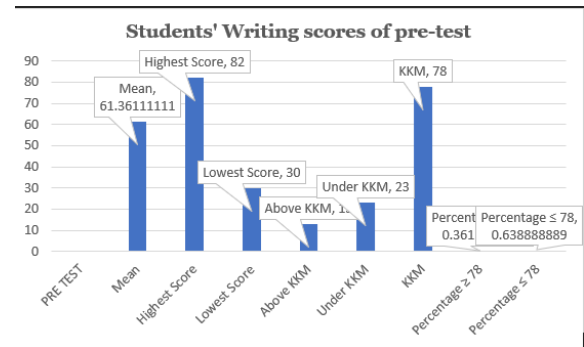topic was "Health Issues". Below is the figure of students' scores in pre-treatment.



**Figure 2.** Students' Writing Scores of Pretests

Based on the figure above, it can be seen that the Standard Minimum Score (Kriteria Ketuntasan Minimal-KKM) set by the teacher was 78. The percentage of students with a score ≥ 78 was 36.1% or 13. This percentage was small. Nevertheless, students who got a score ≤ 78 were 63.8% or 23 students. The average score for writing skills in pre-treatment was 61.3611. The result above triggered researchers to take action by applying a suitable method to improve students' writing skills on exposition text material.

### Implementation of Learning and Students' Ability in Cycle I

Cyle I was carried out after the researcher found the problems faced by students in grades X-J. Learning activities in cycle I were carried out in two meetings. Researchers as teachers apply the problem-based learning model, which consists of five stages: students' orientation to the problem, organizing students, individual and group research guide, developing and presenting the work, and analyzing and evaluating the problem-solving process.

In the first phase of PBL, *orientation to the problem,* Students observe the pictures and problems in the teacher's PPT about smoking. Students understand the issues presented by the teacher. Students are shown a text titled "Smoking Should Be Banned" and then asked to read and discuss the text. The teacher explains the material briefly

related to the Exposition text by paying attention to social functions, generic structure, and language features. The second phase *organize students*. Students are divided into six heterogeneous groups to help each other and motivate students to learn, discuss and find solutions. The teacher allows students to ask things they don't understand regarding the problem they are solving on the worksheet. In the third phase, *individual and group research guide*, Students, with teacher guidance, tried to identify, and analyze problems in worksheets, carry out group investigations, and create text based on the outline provided by the teacher. In the fourth phase, *develop and present the work*. Students in groups elaborate on the outline provided and upload it on the web padlet provided by the teacher. In the last phase, *analyze and evaluate the problem-solving process*. Students in groups are asked to give feedback and appreciation to other groups. The activity continues by summarizing/making conclusions according to the input from other groups.

The researcher takes notes and finds the strengths and weaknesses in the implementation. The strengths in the implementation are; Student-oriented learning activities using the Problem-based Learning model. The teacher provides worksheets from questions requiring Lower Order Thinking Skills (LOTS) to (HOTS) creating. The teacher explains using PPT media so that students are more enthusiastic. Almost all students participated in the discussion. But there are weaknesses in its implementation, including passive students in the discussion activity. Several children were passive in the discussion and only relied on their friends. Thus, the teacher asked students to divide tasks and give names to the parts they were working on. That way, students have more responsibility to participate in discussions actively. Moreover, the researcher found that many students were still confused with spelling, punctuation, especially full stop and comma. And many students still write spoken English, so in cycle 2, later, students will be emphasized to improve punctuation and be introduced to the

difference between spoken and written English.

Besides, the researcher conducted a writing test to measure students writing exposition text in Cycle I. This test was semi-independent writing. Five aspects were scored in writing exposition text. There was vocabulary, text structure, elaborating, grammar, and mechanics. The topic was "Health Issues". Below is the figure of students' scores for writing exposition cycle I.
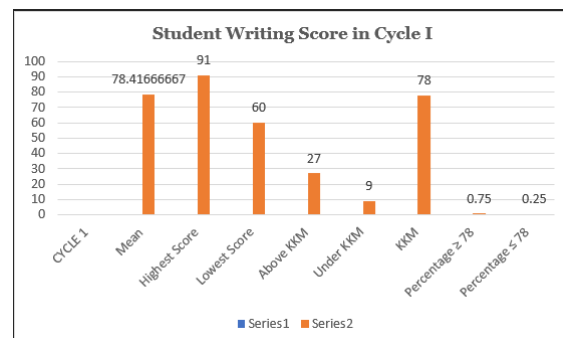
**Figure 3.** Students' Writing Scores of Cycles I

From the figure above, 27 students passed the Standard Minimum Score (Kriteria Ketuntasan Minimal-KKM), and nine scored under 78. The percentage of students who got a score $\geq$ 78 was 75 %, and the percentage of the students who got a score $\leq$ 78 was 25%. The average score for writing skills in cycle I was 78.41667. It showed an improvement in students' writing scores. So, it can be said that the problem-based learning model and outlining technique were successful.

**Implementation of Learning and Students' Ability in Cycle II**

Cycle II was carried out after the researcher found the problems faced by students in classes X-J from cycle I. Learning activities in cycle II were carried out in two meetings. Researchers as teachers apply the problem-based learning model, which consists of five stages: students' orientation to the problem, organizing students, individual and group research guide, developing and presenting the work, and analyzing and evaluating the problem-solving process.

In the first phase, orientation to the problems, students observe several pictures as a problem in the PPT displayed by the teacher about "Environmental issues." Then - students are divided into two large groups and asked to warm up to write words in English. Each group member takes turns writing one word related to the picture provided on the board. Learners are guided to read the vocabulary results written in groups and correct them in oral and written spelling. Students are asked questions related to the previous picture to understand the problem presented. As a follow-up, students are asked to read the Exposition text on the PPT regarding "Air pollution." Students identify the main idea in each paragraph.

In the second phase, organize students. Students in small groups (heterogeneous) consisting of 6 children discuss tasks and solve problems by discussing. Students are allowed to ask questions that they do not understand regarding the problem they are solving. After discussing and completing group assignments, students individually select the issues they want to make into argumentative essays/exposition texts. The themes that can be chosen are water pollution, water pollution, and plastic pollution. Individually students outline writing related to the selected issue.

In the third phase, individual and group research guide, Students are invited to investigate the selected issue by looking for data/sources/references for outline-making materials.

In the fourth phase, develop and present the work. Individual students are asked to create an outline by elaborating and adding evidence obtained from the investigation to become an excellent argumentative essay/exposition text. Next, students are asked to publish their work on Google Drive.

In the last phase, analyze and evaluate the problem-solving process. Students are given a revising guide sheet. Students exchange essays for carrying out revising, in pairs reviewing, providing input, and appreciation of their friend's writing (revising). After completing the review, students return their friend's essay. Then, students individually edit their essays using the self-writer's checker guide the teacher gave. Students are asked to write a new draft which is an improvement from the results of revising and editing.

The researcher takes notes and finds the strength in the implementation, including; the teacher applying the PBL model, the teacher providing HOTS worksheets to assist students in constructing understanding and critical thinking, and in the end, students write individually with a predetermined theme "Environmental issue", the teacher follows up on what problems were found in the previous cycle.

From this description, it can be seen that the Problem-based Learning model applied by the teacher seeks to develop all students' thinking skills from low-level thinking skills to high-level thinking skills, namely analyzing, and evaluating, up to the highest stage, namely creating in the form of writing Exposition text. Writing activities to develop the realm of creating thinking are carried out in stages from cycle I to cycle II by describing the outline given by the teacher in groups in cycle I and writing text expositions individually in cycle II. This is done because the teacher feels that students will not immediately master the ability to write but requires a gradual development process.

The researcher conducted a writing test to measure students writing exposition text in Cycle II. This test was independent writing. Five aspects scored in writing exposition text: vocabulary, text structure, elaborating, grammar, and mechanics. The topic was "Environmental Issues". Below is the figure of students' scores for writing exposition in cycle II.
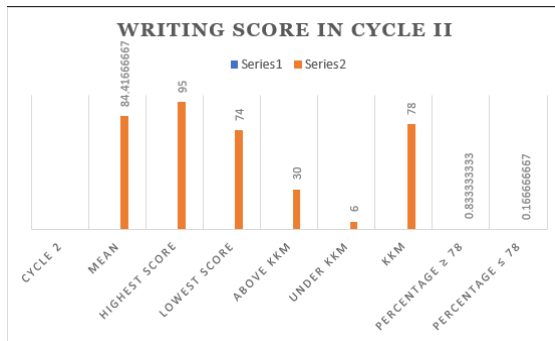
**Figure 4.** Students' Writing Scores of Cycles II

From figure 3 above, 30 students passed the Standard Minimum Score (Kriteria Ketuntasan Minimal-KKM). Unfortunately, six students did not achieve the passing grade. After getting treatment in cycle 2, student learning outcomes increased from the previous cycle. The percentage of students who got a score ≥ 78 was 83.3 %, and the percentage of the students who got a score ≤ 78 was 16.6%. The average score for writing skills in cycle II was 84.41667. It showed an improvement in students writing scores in cycle II. So, it can be said that implementing a problem-based learning model and outlining technique could improve student writing skills.

**The Impact of Implementing Problem-based Learning Model and Outlining Technique**

The results of students' writing skills can be compared before implementing the PBL model and outlining techniques in writing exposition text, with the results of cycle I and II implementation. These results can be seen from the average value of writing skills obtained by students in Table 1. From the table, it can be seen there is an increase in the average value of students' writing exposition text. Before the application of the PBL model and the outlining technique, the average score of the students was 61.3611. After being applied to cycle I, the average value of students' skills was 78.41667. After being applied to cycle II, the average value of students' writing skills was 84.41667. this result showed a positive impact on students writing exposition text.

| No | Stage | Mean |
|----|-------|------|
| 1 | Pre-treatment | 61.3611 |
| 2 | Cycle I | 78.41667 |
| 3 | Cycle II | 84.41667 |

**Table 1.** Result Comparison of Student's Writing Skills

The comparisons in each cycle can also be seen from the types of students' writing products in cycle I and II. The results of this comparison can be seen in Table 2.

| Cycle | Type of Activity | Description |
|-------|------------------|-------------|
| Cycle I | Semi-independent writing | Students develop an outline provided by the teacher |
| Cycle II | Independent writing | Students write a complete exposition text or argumentative essay, thesis, argumentation, and conclusion. |

**Table 2.** Comparison of Students' Writing Product

From the table above, it can be seen that the writing activity in cycle I was semi-independent writing. In cycle I, students only elaborated on the outline provided by the teacher in groups with pay attention to the evaluation aspect, including; vocabulary, text structure, elaborating, grammar, and mechanics. In cycle II, writing activities are independent activities with students asked to write a complete exposition text or argumentative essay, including; thesis, argumentation, and conclusion.

4. **CONCLUSION**

Based on all the data, the researchers concluded that implementing the Problem-based Learning model and outlining techniques improved writing exposition text in class X-J students in the

even semester of SMAN 6 Semarang in the 2022/2023 academic year. The students' writing skills score increased from 61.3611 in the pre-treatment to 78.41667 in cycle I and 84.41667 in cycle II. It showed that the application of problem-based learning models and outlining techniques could improve students' abilities in the realm of writing skills. Unfortunately, six students did not achieve a passing grade in cycle 2. Even so, the treatment applied by the teacher can be said to be successful and able to improve students' writing skills drastically.

Based on the conclusions above, the authors convey suggestions to teachers and students and further research. The teacher must implement learning objectives that must be achieved at the beginning by carrying out a diagnostic test so that they can design learning effectively. Teachers should know the potential possessed by students, so they can plan learning activities that can optimize students' potential. Teachers should create and implement HOTS-based learning to optimally develop students' thinking abilities. Teachers should apply problem-based learning models and outlining techniques in learning exposition text material. Therefore, it is recommended that students use an outlining strategy as a crucial preliminary step before commencing their essay writing. Furthermore, it is necessary to conduct extensive research on various facets of essay writing to understand students' proficiency in this skill

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