Improving the Ability to Write Text Summaries of LHO Through the Problem-Based Learning Model

Siane Monateni[1], Viona Sapulette[2*]

[1]Pendidikan Bahasa dan Sastra Indonesia, Universitas Pattimura, Ambon, Indonesia
[2]Pendidikan Bahasa dan Seni, Universitas Pattimura, Ambon, Indonesia

*ceceparinussa12@gmail.com

Article Info	Abstract
	This study addresses the persistent problem of low summary writing abilities among secondary school students. The research aimed to improve the ability to write summaries of observation report texts (LHO) through implementing the Problem-Based Learning (PBL) model among Class VII-A students at SMP Kristen 1 Seram Barat. The study employed Classroom Action Research (CAR) methodology with data collection techniques including observation, interviews, questionnaires, and assignments. The research was conducted over two cycles, focusing on four key aspects: main ideas identification, text structure, diction, and Indonesian spelling (EYD). The study involved 32 Class VII-A students (16 male and 16 female students). Results demonstrated that the PBL model effectively improved students' summary writing abilities, with scores meeting the minimum competency standard of 72. Student performance showed significant improvement from Cycle I (average score of 60) to Cycle II (average score of 80), indicating good category achievement. The findings suggest that the problem-based learning model is particularly effective for teaching observation report text summarization skills in Indonesian secondary education contexts.

Keywords: *Classroom Action Research; Observation Report; Problem-Based Learning; Secondary Education; Summary Writing.*

INTRODUCTION

Writing represents one of the most complex cognitive tasks in language education, requiring the integration of multiple skills including content knowledge, linguistic competence, and strategic thinking (Graham & Perin, 2007). Among various writing tasks, summarization presents challenges as it demands students to comprehend source texts, identify main ideas, and reconstruct information in a more concise form while maintaining essential meaning (Perin et al., 2017).

According to Abbas (2006), writing skills encompass the ability to express ideas and opinions effectively, supported by accuracy in language use, including vocabulary, grammar, and spelling. However, research consistently indicates that summary writing remains one of the most challenging academic tasks for secondary school students across diverse educational contexts (Eroğlu & Özdemir, 2024).

Summarization is fundamentally a constructive process that involves transforming textual information through selection, deletion, and generalization operations (Kintsch & Van Dijk, 1978). As defined by Dalman (2014), summarizing entails condensing written or spoken content into a more concise account while preserving the essential information and maintaining the original meaning structure. Recent research has identified several key cognitive processes involved in effective summarization: text comprehension, main idea identification, hierarchical organization of information, and linguistic reformulation (Perin et al., 2017). Students must simultaneously engage in reading comprehension while planning and executing writing strategies, making summarization a particularly demanding literacy task.

The complexity of summary writing is further compounded by the need to understand text macrostructure and superstructure—the organizational patterns that govern how information is arranged in different text types (Eroğlu & Özdemir, 2024). Observation report texts (LHO), commonly used in Indonesian language education, follow specific structural conventions that students must master to produce effective summaries.

Problem-Based Learning (PBL) emerged from medical education in the 1960s and has since been adapted across various educational contexts (Barrows & Tamblyn, 1980). The approach is characterized by authentic problem scenarios that serve as the organizing focus for learning, with students working collaboratively to investigate and solve complex, real-world problems (Savery & Duffy, 1995). Contemporary research has demonstrated PBL's effectiveness in developing various academic competencies. Sari et al. (2021) conducted a rigorous study published in the International Journal of Instruction, showing that PBL had significant positive effects on both problem-solving and scientific writing skills in higher education contexts. Their findings suggest that PBL's emphasis on authentic problems and collaborative inquiry creates optimal conditions for developing complex literacy skills.

In writing instruction specifically, PBL offers several theoretical advantages. Jumariati and Gunadi (2017) reported that problem-based writing instruction improved argumentative writing scores across multiple components including organization, vocabulary, and grammar when compared to traditional guided writing approaches. The study's quasi-experimental design provided robust evidence for PBL's effectiveness in developing writing competencies.

Recent international research has provided compelling evidence for PBL's effectiveness in writing instruction across diverse contexts. Palupi et al. (2020) conducted a comprehensive quasi-experimental study comparing Guided Inquiry Learning and PBL for explanatory writing, published in the International Journal of Instruction. Their research demonstrated differential effectiveness patterns and established methodological frameworks that have influenced subsequent PBL writing research. Alghamdy (2023) reported significant improvements in paragraph writing and grammar skills among secondary EFL learners following PBL implementation, with motivation and group dynamics serving as key mediating factors. This study, published in the Arab World English Journal, highlighted the importance of affective factors in PBL success and provided evidence for PBL's cross-cultural applicability. The theoretical foundation for PBL in writing instruction rests on constructivist learning principles and authentic assessment frameworks. As noted by Finer (2015), problem-based approaches align with critical praxis models that emphasize rhetorical awareness and authentic inquiry, creating meaningful contexts for developing writing competencies.

Research on summary writing instruction has identified several effective pedagogical strategies. Teaching text macrostructure and superstructure has shown significant positive effects on summary writing achievement among secondary students (Eroğlu & Özdemir, 2024). This approach helps students

understand organizational patterns in different text types, facilitating more effective information extraction and reconstruction. Scaffolding tools have also proven effective in supporting summary writing development. Adeel and Khurram (2024) demonstrated that concept mapping as a pre-writing scaffold improved tertiary students' ability to identify and organize main ideas before composing summaries. Such tools provide concrete support for the complex cognitive processes involved in summarization.

Comparative research on instructional approaches has yielded important insights for pedagogy. Okome et al. (2021) compared Direct Instruction, Cognitive Strategy, and Read-Test approaches for summary achievement, finding Direct Instruction most effective for summary writing outcomes. These findings suggest that explicit procedural teaching remains highly effective and can be productively combined with PBL approaches.

Classroom Action Research (CAR) provides a systematic framework for investigating and improving pedagogical practices within authentic educational contexts (Kemmis & McTaggart, 2005). In writing instruction, CAR enables teachers to examine the effectiveness of specific interventions while simultaneously improving their own teaching practices. The cyclical nature of CAR—planning, acting, observing, and reflecting—aligns well with the iterative processes involved in writing development (Stringer, 2014). This methodology allows for responsive adjustments to instruction based on ongoing assessment of student needs and learning outcomes.

Recent applications of CAR in writing instruction have demonstrated its effectiveness for improving various writing competencies. Mills (2017) documented successful CAR implementations across diverse writing contexts, emphasizing the importance of systematic data collection and reflective analysis in driving instructional improvements. Indonesian secondary education faces particular challenges in developing students' writing competencies, including large class sizes, limited resources, and traditional teacher-centered pedagogical approaches (Emilia, 2005). The emphasis on observation report texts (LHO) in the Indonesian language curriculum reflects the importance placed on scientific and academic writing skills.

However, research consistently indicates that Indonesian students struggle with summary writing tasks, particularly in identifying main ideas, organizing information hierarchically, and maintaining appropriate linguistic register (Rosidi, 2009). These challenges necessitate innovative pedagogical approaches that can address multiple competency areas simultaneously. The specific context of SMP Kristen 1 Seram Barat presents additional considerations, including diverse linguistic backgrounds among students and varying levels of prior writing instruction. These factors make the investigation of structured pedagogical interventions particularly relevant for improving educational outcomes.

While international research has demonstrated PBL's effectiveness in various writing contexts, limited studies have specifically examined its application to summary writing instruction in Indonesian secondary education. Most existing research has focused on higher education or English as a Foreign Language context, leaving questions about the transferability of findings to Indonesian middle school populations. Furthermore, few studies have employed rigorous classroom action research methodologies to investigate PBL implementation in authentic Indonesian classroom settings. The current study addresses these gaps by implementing a systematic CAR investigation of PBL effectiveness for summary writing instruction.

This study aims to improve the ability of Class VII-A students at SMP Kristen 1 Seram Barat to write summaries of observation report texts through the implementation of a Problem-Based Learning model. Specifically, the research investigates whether systematic PBL implementation produces measurable improvements in students' summary writing competencies as assessed through multiple evaluation criteria.

METHODS

This study employed Classroom Action Research (CAR) methodology, following the cyclical framework of planning, acting, observing, and reflecting (Kemmis & McTaggart, 2005). CAR was selected as the most appropriate methodology for this investigation because it enables systematic examination of pedagogical interventions within authentic classroom contexts while simultaneously improving teaching practices.

The research was conducted over two complete cycles, with each cycle consisting of multiple meetings to allow for comprehensive implementation and assessment of the PBL intervention. This design aligns with established CAR protocols and provides sufficient time for meaningful pedagogical change to occur (Stringer, 2014). The study was conducted at SMP Kristen 1 Seram Barat, located in West Seram District, Central Maluku Regency, Indonesia. The school serves a diverse student population with varying linguistic and socioeconomic backgrounds, making it representative of typical Indonesian secondary education contexts.

The research participants consisted of 32 Class VII-A students, including 16 male and 16 female students. All students participated voluntarily in the research after obtaining informed consent from parents and school administration. The participants' ages ranged from 12 to 14 years, representing typical seventh-grade demographics in Indonesian secondary education.

Systematic classroom observations were conducted during all PBL implementation sessions to document teaching and learning processes. Observations focused on student engagement patterns, collaborative interactions, problem-solving strategies, and writing behaviors. Structured observation protocols were used to ensure consistency and reliability of data collection (Miles et al., 2014). Semi-structured interviews were conducted with both students and Indonesian language teachers to gather qualitative insights into the PBL implementation process. Student interviews explored perceptions of PBL effectiveness, challenges encountered, and preferences for different instructional approaches. Teacher interviews focused on implementation challenges, observed student changes, and recommendations for future practice.

Standardized questionnaires were administered to assess student attitudes toward summary writing and the PBL approach. The questionnaires employed Likert-scale items to measure constructs including writing self-efficacy, motivation for summary writing tasks, and satisfaction with PBL instruction. Questionnaire data provided quantitative measures of affective outcomes complementing performance assessments. Summary writing assignments served as the primary outcome measure for assessing student competency development. Assignments required students to produce summaries of observation report texts under standardized conditions, allowing for reliable assessment of writing quality across multiple dimensions.

Student summary writing competencies were evaluated using a comprehensive rubric focusing on four key aspects:

Main Ideas Identification. Ability to extract and prioritize essential information from source texts

Text Structure. Understanding and application of appropriate organizational patterns for summary texts

Diction. Appropriate word choice and vocabulary usage for academic writing contexts

EYD (Indonesian Spelling). Accuracy in spelling, punctuation, and grammatical conventions

Each aspect was scored using a standardized rubric with clear performance descriptors, enabling reliable and valid assessment across multiple evaluators. The rubric was developed based on Indonesian language curriculum standards and validated through expert review. The Problem-Based Learning intervention was implemented following established PBL principles adapted for summary writing instruction. Key implementation features included:

Authentic Problem Scenarios. Students were presented with real-world situations requiring summary writing skills, such as preparing research briefings or creating study guides.

Collaborative Learning Groups. Students worked in small groups to investigate problems and develop summary writing strategies

Scaffolded Inquiry. Teachers provided structured guidance while encouraging student-directed learning and problem-solving

Reflective Assessment. Regular reflection sessions helped students develop metacognitive awareness of effective summary writing strategies.

Data analysis followed the three-step framework outlined by Miles et al. (2014): data condensation, data presentation, and conclusion drafting. Student assignment scores were analyzed using descriptive statistics to calculate means, standard deviations, and performance distributions for each cycle. Improvement patterns were examined through pre-post comparisons and effect size calculations. Interview and observation data were analyzed using thematic analysis procedures. Data were coded systematically to

identify recurring patterns related to student experiences, implementation challenges, and pedagogical effectiveness. Triangulation across multiple data sources enhanced the validity of qualitative findings. Mixed-methods integration involved comparing quantitative performance outcomes with qualitative process data to develop comprehensive understanding of PBL effectiveness and implementation factors.

RESULTS AND DISCUSSION

Cycle I Results

The first cycle of PBL implementation yielded mixed results in terms of student performance outcomes. Out of 32 students, 23 achieved the minimum competency standard of 72, representing a 72% success rate. The class achieved a total score of 1,924 points with an average score of 60, indicating that overall performance remained below the established competency threshold. These initial results, while showing some improvement from baseline measures, highlighted the need for additional instructional support and refinement of the PBL implementation approach. The relatively low average score suggested that students required more scaffolding to successfully engage with the complex cognitive demands of summary writing within the PBL framework.

Classroom observations during Cycle I revealed several important patterns in student engagement and learning processes. Students demonstrated high levels of motivation and interest in the problem-based scenarios, with 84% reporting positive attitudes toward the summary writing assignments. However, observations also identified specific challenges that hindered optimal performance.

Students experienced particular difficulties in identifying main ideas within complex observation report texts, often focusing on peripheral details rather than central concepts. Additionally, many students struggled with text structure understanding, producing summaries that lacked coherent organizational patterns. These findings aligned with previous research indicating that summary writing requires explicit instruction in text analysis strategies (Eroğlu & Özdemir, 2024).

Several implementation challenges emerged during Cycle I that affected student outcomes. Time management proved problematic, with some groups requiring additional time to complete problem investigation phases. Additionally, students needed more explicit guidance in applying summary writing strategies within the collaborative group context. The collaborative aspects of PBL, while generally positive, occasionally led to unequal participation patterns, with some students dominating discussions while others remained passive. These observations informed modifications for Cycle II implementation.

Cycle II Results

The second cycle demonstrated substantial improvements in student summary writing performance. The average score increased significantly to 80, representing a 33% improvement from Cycle I results. This achievement placed the class average well above the minimum competency standard and indicated successful mastery of summary writing skills. Out of 32 students, 29 (91%) achieved the kriteria minimum score of 72, representing a marked improvement from the 72% success rate in Cycle I. Only three students failed to meet the competency standard, compared to nine students in the first cycle. This improvement pattern aligns with international research demonstrating PBL's effectiveness in developing complex academic skills (Sari et al., 2021). Qualitative analysis of Cycle II data revealed substantial improvements in student engagement and learning processes. Students demonstrated enhanced ability to identify main ideas systematically, employing strategies developed through the PBL problem-solving process. Text structure understanding showed marked improvement, with students producing more coherent and well-organized summaries.

Diction and vocabulary usage also improved significantly, with students demonstrating greater precision in word choice and more sophisticated academic language use. Indonesian spelling accuracy increased notably, suggesting that the integrated approach to writing instruction within the PBL framework effectively addressed multiple competency areas simultaneously.

Questionnaire data from Cycle II indicated overwhelmingly positive student responses to the PBL approach. Specifically, 94% of students reported that they appreciated participating in summary writing instruction through the problem-based learning methodology. This high satisfaction rate suggests that the

PBL approach successfully addressed both cognitive and affective dimensions of learning.

Students particularly valued the collaborative aspects of PBL, with many noting that group problem-solving helped them develop better understanding of summary writing strategies. The authentic problem scenarios were frequently mentioned as motivating factors that made the writing tasks more meaningful and engaging.

The study results align closely with international research on PBL effectiveness in writing instruction. The observed improvement pattern—initial moderate success followed by substantial gains in the second cycle—mirrors findings reported by Jumariati and Gunadi (2017) in their quasi-experimental study of problem-based writing instruction. The magnitude of improvement (from 60 to 80 average score) is consistent with effect sizes reported in similar classroom intervention studies. Palupi et al. (2020) documented comparable improvements in explanatory writing skills following PBL implementation, suggesting that the benefits observed in this Indonesian context reflect broader patterns of PBL effectiveness. The positive student attitudes documented in this study also align with international findings. Alghamdy (2023) reported similar patterns of enhanced motivation and engagement following PBL implementation in secondary writing instruction, highlighting the importance of affective factors in pedagogical success.

The study findings provide empirical support for theoretical frameworks linking PBL principles to writing development. The observed improvements in main idea identification and text structure understanding suggest that PBL's emphasis on authentic problem-solving effectively develops the analytical skills required for successful summarization. The collaborative learning components of PBL appear particularly beneficial for writing instruction, as evidenced by the qualitative data indicating peer learning and strategy sharing. This finding supports social constructivist theories emphasizing the importance of collaborative meaning-making in literacy development (Vygotsky, 1978).

The study results have important implications for Indonesian secondary education, particularly in contexts similar to SMP Kristen 1 Seram Barat. The effectiveness of PBL in improving summary writing skills suggests that problem-based approaches can address multiple challenges commonly encountered in Indonesian language education.

The integration of collaborative learning, authentic problems, and explicit strategy instruction within the PBL framework offers a promising model for addressing the complex demands of summary writing instruction. The approach's effectiveness in developing both cognitive and affective outcomes makes it particularly valuable for Indonesian educational contexts where student motivation and engagement are ongoing concerns.

Furthermore, the CAR methodology employed in this study provides a replicable framework for teachers seeking to implement and evaluate PBL approaches in their own classrooms. The cyclical process of planning, implementation, observation, and reflection offers systematic support for pedagogical improvement.

While the study provides valuable evidence for PBL effectiveness, several limitations merit consideration. The single-classroom design limits generalizability to broader populations, though the findings are consistent with similar studies in comparable contexts. The relatively short intervention period (two cycles) does not address questions about long-term retention of summary writing skills. Additionally, the absence of a control group receiving alternative instruction prevents definitive causal attributions about PBL effectiveness. Future research employing randomized controlled designs would strengthen the evidence base for PBL approaches in Indonesian education. The reliance on teacher-developed assessment rubrics, while appropriate for the CAR context, may introduce measurement bias. Future studies would benefit from validated assessment instruments with established reliability and validity properties.

CONCLUSION

This classroom action research study provides compelling evidence for the effectiveness of Problem-Based Learning in improving summary writing abilities among Indonesian secondary school students. The significant improvement in student performance from Cycle I (average score 60) to Cycle II (average score 80) demonstrates that systematic PBL implementation can successfully address the complex challenges associated with summary writing instruction. The study's findings contribute to the growing international

literature supporting PBL approaches in writing education while providing specifically relevant evidence for Indonesian educational contexts. The integration of authentic problem scenarios, collaborative learning, and systematic assessment within the CAR framework offers a replicable model for improving summary writing instruction in similar settings.

The positive student attitudes documented throughout the study highlight PBL's potential for addressing both cognitive and affective dimensions of learning. The high levels of student engagement and satisfaction suggest that problem-based approaches can enhance motivation for challenging academic tasks while simultaneously developing essential literacy competencies. The research demonstrates that the Problem-Based Learning model is particularly suitable for teaching observation report text summarization skills in Indonesian secondary education. The systematic improvement observed across multiple assessment dimensions—main ideas, text structure, diction, and spelling—indicates that PBL effectively addresses the multifaceted nature of summary writing competency.

Future research should investigate the long-term retention of summary writing skills developed through PBL instruction and examine the transferability of these skills to other writing contexts. Additionally, larger-scale studies employing experimental designs would further strengthen the evidence base for PBL effectiveness in Indonesian education. The successful implementation documented in this study provides encouragement for Indonesian educators seeking innovative approaches to literacy instruction. The CAR methodology offers a practical framework for systematic pedagogical improvement that can be adapted across diverse educational contexts and subject areas.

REFERENCES

Abbas, S. (2006). *Pembelajaran Bahasa Indonesia yang Efektif di Sekolah Dasar*. Dirjen Dikti Depdiknas.

Adeel, B., & Khurram, B. A. (2024). Concept Mapping as a Tool to Scaffold Summary Writing. *Academy of Education and Social Sciences Review*, 4 (2), 15-28. https://doi.org/10.48112/aessr.v4i2.782

Alghamdy, R. Z. (2023). Efficacy of Problem-Based Learning Strategy to Enhance EFL Learners' Paragraph Writing and Grammar Skills. *Arab World English Journal*, 14 (1), 37-54. https://doi.org/10.24093/awej/vol14no1.3

Barrows, H. S., & Tamblyn, R. M. (1980). *Problem-based Learning: an Approach to Medical Education*. Springer.

Dalman. (2014). *Keterampilan Menulis*. PT Raja Grafindo Persada.

Emilia, E. (2005). *A Critical Genre-Based Approach to Teaching Academic Writing in a Tertiary EFL context in Indonesia* [Doctoral dissertation, University of Melbourne].

Eroğlu, E., & Özdemir, S. (2024). The Effect of Macrostructure and Superstructure Teaching on Summarization Achievement. *Problems of Education in the 21st Century*, 82 (1), 85-101. https://doi.org/10.33225/pec/24.82.85

Finer, B. S. (2015). Critical Praxis for Researched Writing: A Rhetorical Model for Teaching Students to 'do Research.' *The Journal of Teaching Writing*, 30 (1), 1-22.

Graham, S., & Perin, D. (2007). *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*. Carnegie Corporation of New York.

Jumariati, J., & Sulistyo, G. H. (2017). Problem-Based Writing Instruction: its Effect on Students' Skills in Argumentative Writing. *Arab World English Journal*, 8 (2), 85-99. https://doi.org/10.24093/AWEJ/VOL8NO2.6

Kemmis, S., & McTaggart, R. (2005). Participatory Action Research: Communicative Action and the Public Sphere. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (3rd ed., pp. 559-603). Sage.

Kintsch, W., & Van Dijk, T. A. (1978). Toward a Model of Text Comprehension and Production. *Psychological Review*, 85 (5), 363-394. https://doi.org/10.1037/0033-295X.85.5.363

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Ddata Aanalysis: a Methods Sourcebook* (3rd ed.). Sage.

Mills, G. E. (2017). *Action Research: A Guide for the Teacher Researcher* (6th ed.). Pearson.

Okome, E. O., Danner, R. B., & Ofuani, F. N. (2021). Effects of Three Instructional Strategies on Senior

Secondary School Students' Achievement in Summary Writing. *Journal of Teacher Training and Education*, 9 (1), 15-28. https://doi.org/10.12785/JTTE/090102.

Palupi, B. S., Subiyantoro, S., Rukayah, R., & Triyanto, T. (2020). The Effectiveness of Guided Inquiry Learning (GIL) and Problem-Based Learning (PBL) for Explanatory Writing Skill. *International Journal of Instruction*, 13 (1), 713-730. https://doi.org/10.29333/IJI.2020.13146A.

Perin, D., Lauterbach, M., Raufman, J., & Kalamkarian, H. S. (2017). Text-based Writing of Low-Skilled Postsecondary Students: Relation to Comprehension, Self-Efficacy and Teacher Judgments. *Reading and Writing*, 30 (4), 887-915. https://doi.org/10.1007/s11145-016-9706-0.

Rosidi, I. (2009). *Menulis Siapa Takut: Panduan bagi Penulis Pemula*. Kanisius.

Sari, Y. I., Sumarmi, Utomo, D. H., & Astina, I. K. (2021). The Effect of Problem Based Learning on Problem Solving and Scientific Writing Skills. *International Journal of Instruction*, 14 (2), 11-26. https://doi.org/10.29333/IJI.2021.1422A.

Savery, J. R., & Duffy, T. M. (1995). Problem Based Learning: an Instructional Model and Its Constructivist Framework. *Educational Technology*, 35 (5), 31-38.

Stringer, E. T. (2014). *Action Research* (4th ed.). Sage.

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.