

## The Application of Problem Based Learning to the Writing Ability of News Texts of Grade XI Students

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**Abstract-**The experimental method was employed in this study to compare the treatment effects between different research groups. Specifically, the research aimed to analyze the application of problem-based learning in enhancing the news text writing abilities of Grade XI students. The study consisted of two action cycles conducted over two sessions. The research participants comprised 29 students in the experimental group and 31 students in the control group, all from Grade XI at SMAN 3 Siak Hulu. Data analysis was conducted using normality tests. The choice of experimental research methodology stemmed from the researchers' intention to administer a specific treatment or intervention to the experimental group. The findings revealed that problem-based learning effectively enhanced news text writing abilities, as evidenced by significant improvements observed in each cycle of the study. During the research phase, the pretest yielded a range of scores, with the highest reaching 79 and the lowest registering at 20. These scores delineated two distinct categories: the lowest and highest values. The lowest score category on the post-test was 65, representing a completion percentage of 43.3%, while the highest score category on the post-test was 95, reflecting a completion percentage of 86.7%. The results underscore the efficacy of problem-based learning in improving students' news text writing abilities, as evidenced by the notable enhancements observed throughout the study. These findings suggest the potential of problem-based learning as an effective instructional approach for cultivating students' writing skills in news text composition.

**Keywords:** Problem-based Learning, News Text Writing, Grade XI Students

### I. INTRODUCTION

Quality, particularly in the context of human resources and education, is intricately linked to the perceptions and priorities of the next generation. As these individuals increasingly prioritize education, recognizing its pivotal role in personal and societal advancement, the trajectory of various fields is significantly influenced. It's widely acknowledged that the quality of human resources is a linchpin for scientific progress and innovation across all sectors. Therefore, nurturing high-quality human

resources from an early age emerges as a crucial strategy for overall quality enhancement.

At the heart of this endeavor lies the realm of education. The quality of education is paramount, serving as the bedrock upon which the development and refinement of human resources rest. Scholars such as Hakim et al. (2016) underscore the importance of education in furnishing individuals with a robust foundation, thereby paving the way for their future accomplishments. A strong educational framework equips students with the requisite

knowledge, skills, and mindset essential for navigating the complexities of contemporary society and contributing meaningfully to their chosen fields.

Central to the notion of quality education is the effectiveness of the learning process. Lestari et al. (2023) emphasize that quality education transcends mere dissemination of information; it encompasses a transformative experience wherein students are actively engaged, intellectually stimulated, and empowered to apply their learning in diverse contexts. Consequently, a quality educational environment fosters not only academic excellence but also critical thinking, creativity, and adaptability - attributes indispensable for success in an ever-evolving global landscape.

Education has evolved in tandem with the changing times and societal needs. Problem-Based Learning (PBL) stands out as a pedagogical approach that places a premium on presenting real-world problems as the focal point of the learning journey. Within the framework of PBL, students collaborate in groups to articulate problems, identify knowledge gaps, and autonomously delve into relevant materials pertaining to their assigned issues. This methodology not only challenges students to learn actively but also fosters collaborative problem-solving dynamics within groups. PBL is designed to cultivate critical thinking, analytical prowess, information retrieval skills, and adept utilization of pertinent learning resources among students (Yulianti & Gunawan, 2019).

Writing, on the other hand, epitomizes a creative process wherein ideas are articulated with specific objectives, be it conveying information, persuading audiences, or providing entertainment. Students are instructed in the rudiments and stages of composing news articles typically intended for publication in various media outlets. Proficiency in writing encompasses the ability to communicate information succinctly through summaries, texts, slogans, or posters, as well as the capacity to craft news pieces with brevity, clarity, and precision. This aligns with the assertion by Nurjamal et al. (2014) that mastery of the fundamental skills for succinct, clear news writing holds paramount importance. Writing, therefore, transcends being merely a process; it constitutes a tangible outcome (Khalid, 2021).

Conventional learning paradigms oftentimes confine students to theoretical comprehension devoid of relevance to their lived

experiences. This lack of contextual connection impedes students' ability to apply critical thinking skills in practical scenarios, such as composing news articles. Hence, there arises a necessity for innovative learning methodologies. Adopting the Problem-Based Learning Model emerges as one viable solution. This model empowers students to engage in contextual problem-solving endeavors, thereby fostering their critical thinking abilities and unleashing their creativity in writing tasks. Consequently, students are poised to bridge the gap between theoretical knowledge and real-world application, exemplified in the realm of news article composition.

Problem-Based Learning (PBL) stands as a dynamic pedagogical approach that empowers students to navigate complex issues by employing the stages of the scientific method. This methodological framework serves as a conduit for students to not only deepen their understanding of specific topics but also hone their problem-solving acumen. Within the realm of PBL, students embark on a collaborative journey, pooling their collective expertise to grapple with authentic, real-world challenges. This collaborative endeavor not only cultivates their problem-solving prowess but also nurtures critical thinking and analytical skills.

The problem-based learning (PBL) model offers a plethora of advantages that significantly enhance the learning experience. Firstly, it imbues learning with meaning by contextualizing knowledge acquisition within the realm of real-world problems, thereby fostering intrinsic motivation among students. Secondly, PBL fosters active student engagement by encouraging them to take ownership of their learning journey and actively participate in problem-solving endeavors. Moreover, the model affords students the autonomy to choose topics of personal interest, thereby promoting a sense of agency and fostering a deeper level of engagement.

Another notable advantage of PBL lies in its emphasis on collaborative group work. By working collaboratively, students not only learn from one another but also develop essential interpersonal skills such as communication, teamwork, and conflict resolution. Additionally, the interactive nature of group learning fosters a supportive learning environment wherein students feel empowered to express their ideas and perspectives freely.

Furthermore, PBL has been shown to

elevate the overall quality of education by promoting deeper conceptual understanding and fostering a culture of lifelong learning. Hasanah (2023) highlights that PBL not only enhances students' academic abilities but also equips them with valuable teamwork skills essential for success in their future endeavors. Thus, PBL emerges as a transformative educational approach that not only enhances students' academic proficiency but also nurtures their holistic development as critical thinkers, problem solvers, and collaborative team players.

There are four essential language skills; listening, speaking, reading, and writing, through which students gradually acquire proficiency in Indonesian language, starting from basic to more advanced levels (Cecep, Hoerudin Wahyu, 2023). Writing, as a crucial language skill, encompasses both linguistic proficiency and cognitive processing related to various writing activities. As Sukirman (2020) suggests, writing serves as a potent means of communication, allowing individuals to articulate meaning, concepts, thoughts, and emotions effectively (Martha & Situmorang, 2018).

S. Nur (2014) delineates writing skills, which encompass crafting news articles, employing appropriate vocabulary, structuring sentences coherently, and adhering to spelling and punctuation conventions. Effective writing necessitates adept utilization of graphological elements, language mechanics, and lexical resources. However, honing writing skills requires consistent practice and deliberate effort. It is imperative to strike a balance between writing activities and fostering student engagement and communication, be it through peer interactions, guidance from educators, or exposure to various forms of media. Fundamentally, students acquire proficiency through immersive interaction and communication, with the quality of written output serving as a metric of their writing success. Consequently, students must adhere to established writing protocols to enhance their writing efficacy. In the learning process, the role of teachers primarily entails providing guidance and support to students, recognizing that writing is inherently challenging.

News, as defined by Per Pratiwi (2018), constitutes factual reports disseminated through various mediums such as the internet, print media, or other sources, aimed at capturing the attention of readers and viewers. Serving as a conduit of information, news texts offer insights

into events, occurrences, or societal phenomena. The primary objective of news is to furnish the public with relevant information, thereby fulfilling its pivotal role in informing and engaging the community.

Engaging in news writing can spark an interest in documenting events and occurrences unfolding in one's surroundings. It's imperative for students to grasp essential elements integral to crafting news texts. One crucial aspect is the completeness of news content, often encapsulated by the 5W plus 1H principle: what, where, when, who, why, and how. These components constitute the core information that should be encompassed within news articles. Additionally, adhering to a structured approach in news writing is paramount, wherein information is arranged in order of importance. Vital details are positioned at the outset to captivate readers' attention, with supplementary information sequenced based on its significance. Students endowed with critical thinking skills can articulate ideas lucidly and critically assess both their own perspectives and those presented by others (Dadan Setiawan & Yusuf Tri Herlambang, 2022).

In the realm of news writing, the pursuit of objective truth holds utmost significance. News articles should faithfully reflect factual occurrences without personal embellishments or interpretations, even from journalists or editors. A well-crafted news story should faithfully depict events as they unfolded, devoid of any fabrication (Dwi & Somantri, 2019). Typically, news text structure adheres to the inverted pyramid model, wherein the most crucial information occupies the top or "lead" position, followed by elaboration on the event, and concluding with additional insights or summaries. This structural approach ensures that readers promptly access essential information upfront, followed by deeper insights into the subject matter.

Preparing a news story entails several key steps. Firstly, gathering relevant information is paramount. Subsequently, organizing the collected data follows, ensuring coherence and logical flow. Next, rewriting the information in a reader-friendly manner is essential, simplifying complex concepts for better comprehension. Lastly, refining the pre-written content is crucial to ensure accuracy and clarity. Moreover, employing good Indonesian language, including proper grammar and effective sentence structure, is imperative in news writing.

Several studies have explored the efficacy of problem-based learning in enhancing writing skills. For instance, Antrisna Putri et al. (2022) investigated the impact of problem-based learning, utilizing image media, on improving essay writing skills. Their findings revealed a significant enhancement in students' ability to compose essay texts. Similarly, Kusrianti & Suharto (2019) conducted research on employing the Problem-Based Learning Model with Multimedia to enhance students' poetry writing proficiency, reporting positive learning outcomes. Furthermore, U. Nur (2023) focused on augmenting students' news writing ability through problem-based learning, specifically employing news text media. The study demonstrated notable improvements in students' writing proficiency through this pedagogical approach.

In the 2023 academic year at SMAN 3 Siak Hulu, a preliminary survey was conducted by the researcher, consulting Dra. Srimulyati, the Indonesian language teacher for the eleventh grade. Dra. Srimulyati identified several factors contributing to the students' low writing proficiency: (1) challenges in composing news articles, (2) students' lack of focus during writing tasks, and (3) ineffectiveness of conventional teaching methods, particularly in subjects like English and mathematics. Addressing these issues necessitates the adoption of an appropriate model for improving news writing skills. The Problem-Based Learning (PBL) model emerges as a viable approach to tackle these challenges.

The primary objective of this research is to enhance the news writing abilities of students at SMAN 3 Siak Hulu. By implementing the PBL model, the study aims to augment students' writing skills through engaging Indonesian language learning activities centered on news text materials. Through this endeavor, it is anticipated that students' writing proficiency will be significantly improved, thereby addressing the identified shortcomings in their writing abilities.

## **II. METHODS**

Quantitative research employs experimental methods to investigate phenomena. The primary objective of experimental research is to ascertain the impact of a specific treatment on other variables within controlled settings. A defining feature of experimental research is the utilization of a control group, which allows for the comparison of treatment effects with conditions devoid of treatment (Prasetyo, 2019).

The experimental method has significantly contributed to the advancement of communication science. However, it is evident that in Indonesia, the utilization of experimental methods in communication research remains relatively limited, undertaken by only a few researchers. One of the primary advantages of the experimental method, as highlighted by Severin and Tankard (2001:43), lies in the researcher's ability to exert control and ensure logical precision, a potential that is unfortunately underexplored in communication research within the Indonesian context.

Contrary to common misconceptions, experimentation in scientific research is not synonymous with the hands-on learning activities where students conduct experiments, make observations, and validate their findings. In scientific research, the experimental method primarily focuses on systematically controlling variables to assess the impact of specific treatments. Although hands-on learning approaches involving experiments may engage students in observation, analysis, and verification processes, these activities do not encapsulate the essence of the experimental method in the context of scientific inquiry (Nurjanah et al., 2021).

In experimental research, the sample group is typically divided into two categories: the experimental group, which receives the treatment, and the control group, which does not. In your study, the experimental class was subjected to the Problem-Based Learning Model as the treatment, while the control class adhered to conventional teaching methods, such as lectures. This design facilitates the comparison of how the implementation of the Problem-Based Learning Model versus the lecture method influences observed outcomes or responses, aligning with the fundamental principles of experimental research.

This research was conducted at SMA 3 Siak Hulu, with data collection conducted in 2023. The study population comprised class XI students at SMAN 3 Siak Hulu in 2023, totaling 223 students. The sample for this study consisted of class XI 6 as the experimental group and class XI 4 as the control group. Sampling was conducted using random sampling techniques, allowing for the random selection of participants from the population to represent both the experimental and control groups in the study. The sample sizes can be found in the table below:

**Table 1. Research sample**

No.	Class	Description	Number of student
1.	XI. 4	Control	31
2.	XI. 6	Experiment	29

The study employed interviews, tests, and documentation as data collection methods. The normality test was utilized for data analysis. The researchers opted for the experimental research method to implement interventions within the experimental group. However, controlling environmental factors that might influence study outcomes posed a challenge. As part of the

treatment, students were tasked with writing news articles, and assessments were administered to evaluate their proficiency. This approach is commonly employed in experimental research to assess the effects of interventions on observed variables.

### III. RESULT AND DISCUSSION

This research was conducted in class XI of SMAN 3 Siak Hulu in the academic year 2023. This research focuses on the ability to write news text in class XI at SMA N 3 Siak Hulu. The table below is the stages of research applied by researchers:

**Table 2. Time stages and research implementation process**

Day	Class	Student	Action	Subject
Sunday, 6 Nov 2023	XI 4 and XI 6	60	Pre-research	Writing news texts
Sunday, 13 Nov 2023	X6 (Experiment)	29	Pre-test and post-test	Writing news texts
Sunday, 20 Nov 2023	X4 (Control)	31	Pre-test and post-test	Writing news texts

The research was conducted in several stages, in the initial stage, it was carried out by observing the needs of students and interviewing teachers, followed by the formulation of problems to be studied, reviewing theories related to relevant studies, preparing lesson plans, and making research tools in learning that allow students to try to write news texts. Before the treatment was conducted, the implementation stage began with a pre-test test given to the experimental and control groups to evaluate the initial ability of grade XI students at SMA N 3 Siak Hulu to write news texts. Both groups were given different learning approaches. The experimental group was trained with a problem-based learning model. After getting this approach, a post-test was conducted to find out whether students' ability in writing news texts improved or not. This research focused on the sample group of problem-based learning model. In the final stage, the researcher processed and analysed the implementation results.

During the research phase, the pretest revealed a range of scores, with the highest reaching 79 and the lowest registering at 20. Based on these test scores, two distinct score categories emerged: the lowest and highest values. The lowest score category on the post-test was 65, representing a completion percentage of

43.3%. Conversely, the highest score category on the post-test was 95, reflecting a completion percentage of 86.7%. To gain a clearer understanding of the progression in students' ability scores, refer to the table below:

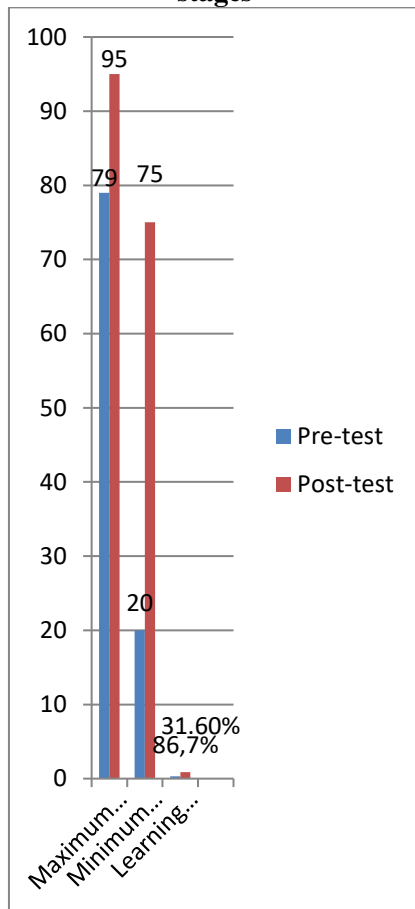
**Table 3. Comparison of students' test scores on pretest and post-test of news text writing**

No.	Learning Outcomes	Pre-test	Post-test
1.	Highest score	79%	95%
2.	Lowest score	20%	75%
3.	Learning completeness	43,3%	86,7 %

Based on the provided data, it is evident that the learning completeness during the pretest phase was 43.3%. Notably, it's crucial to highlight that the problem-based learning model was not implemented in the experimental class during the pretest. This deliberate decision allows for a clear comparison of the effectiveness of the problem-based learning model in enhancing learning completeness between the pretest and posttest phases. By withholding the intervention during the pretest, any observed improvements in learning completeness during the subsequent posttest can be more confidently attributed to the

implementation of the problem-based learning model. Thus, this approach ensures a more rigorous and controlled examination of the impact of the instructional intervention on learning outcomes. A post-test was conducted to evaluate students' ability in writing news texts with and without the problem-based learning model. The pre-test results showed that students were still below the medium category in writing news texts. The following diagram shows the difference between the two stages:

**Figure 1. The difference between the two stages**



The diagram presented above illustrates a notable disparity in learning outcomes between the pretest and post-test phases. Upon closer examination, it becomes apparent that there has been a significant improvement in student performance. Notably, the highest score attained by a student in the pretest was 79, while in the post-test, the highest score surged to 95. This substantial enhancement underscores the effectiveness of the instructional intervention implemented between the two assessment points.

Furthermore, it is imperative to note that despite the considerable progress observed, the

pretest scores fell short of meeting the minimum passing threshold, often denoted as the *KKM* (*Kriteria Ketuntasan Minimal*) value, or the minimum competency standard. This indicates that initially, no students achieved complete proficiency. However, the robust improvement seen in the post-test signifies a marked advancement in student achievement.

Delving deeper into the aspect of student learning completeness, a noteworthy progression is evident. At the outset, the learning completeness in the pretest stood at 31.60%, indicating a relatively low level of mastery. Subsequently, during the post-test assessment, this metric experienced a substantial uptick, soaring to an impressive 86.7%. This substantial increase reflects a commendable improvement in students' grasp of the subject matter and their ability to achieve mastery.

**Table 4. Normality test results**

Groups	Shapiro-Wilk		
	Statistic	Df.	Sig.
Control	.867	31	.061
Experiment	.882	29	0.72

Based on the results of the normality test provided above, it is observed that the Shapiro-Wilk statistic for the control class data is 0.061, while for the experimental class data, it is noted to be significant at 0.072. These findings suggest that both sets of data exhibit a normal distribution pattern. In statistical analysis, normality of data is a fundamental assumption required for certain parametric tests to be valid.

The normal distribution of data implies that the values are symmetrically distributed around the mean, with the majority of observations clustering near the center and fewer values spreading towards the tails of the distribution. This characteristic ensures that the data accurately represents the underlying population and enables the application of various statistical techniques for further analysis.

Moving forward, the results regarding students' higher-level thinking abilities will be comprehensively presented in the forthcoming table. This table aims to provide a detailed overview of the students' cognitive performance, encompassing various aspects of higher-level thinking skills. By systematically presenting these findings, the efficacy of the instructional methods employed can be evaluated, offering valuable insights into the effectiveness of the

teaching approach in fostering students' cognitive development:

**Table 5. Average students' ability in writing news texts**

Indicators	Criteria		
	T (%)	S (%)	R (%)
Use of effective sentences	88	91,96	73,15
Word choice	91,5	59,82	60,42
Use of <i>EYD</i>	94,17	69,05	65,59
Completeness of news elements	85,11	10,63	4,26
Title	40,42	58,58	0
Conciseness of presentation	0	82,98	17,02
Neatness of writing	78,72	19,15	2,13

Description:

T = high

S = medium

R = low

The data provided in the table indicates that students exhibit a commendable proficiency in writing news texts, with the average performance reflecting a high level of competency. This inference is drawn from the collective assessment scores obtained by the students across various parameters associated with news text composition.

Analyzing the data, it becomes apparent that the students have demonstrated a strong command of the requisite skills and competencies essential for effective news writing. These skills likely encompass elements such as content comprehension, language proficiency, coherence, and clarity in conveying information.

The notable consistency in performance across the student cohort suggests a systematic and effective approach to teaching news text writing. It implies that the instructional strategies employed have effectively equipped students

with the necessary tools and techniques to excel in this particular aspect of academic writing.

Moreover, the high average performance underscores the efficacy of the educational interventions and methodologies adopted within the learning environment. It reflects positively on the teaching practices, curriculum design, and overall learning ecosystem, which collectively contribute to fostering students' writing abilities. With the whole seen in the following table:

**Table 6. Mapping of news text writing ability in the high category**

Aspects	Percentage of student ability (%)
Use of effective sentences	88.00
Word choice	91,50
Use of <i>EYD</i>	94,17
Completeness of news elements	85,11
Title	40,42
Conciseness of presentation	0
Neatness of writing	78,72

The findings gleaned from the table above reveal crucial insights into the impact of problem-based learning on students' higher-level thinking skills. Notably, the data elucidates the areas where problem-based learning has exerted the most significant influence, as evidenced by the dominance of specific indicators.

Firstly, it is noteworthy that problem-based learning has notably enhanced students' ability to adhere to the rules of *EYD* (*Ejaan yang Disempurnakan*), with an impressive ability category of 94.17%. This indicates that students have exhibited a remarkable proficiency in applying correct spelling, grammar, and punctuation conventions, thereby ensuring clarity and precision in their written expressions.

Furthermore, the aspect of word choice emerges as another domain where problem-based learning has made a substantial impact, with a high ability category of 91.5%. This suggests that students have demonstrated a keen aptitude for selecting appropriate and effective vocabulary, thereby enriching the depth and nuance of their

written discourse.

Moreover, problem-based learning has significantly contributed to enhancing students' proficiency in crafting effective sentences, as reflected by the notable ability category of 88.00%. This underscores students' adeptness in constructing coherent and compelling sentences that effectively convey their intended messages.

Additionally, the completeness of news elements emerges as another area where problem-based learning has yielded commendable results, with an ability category of 85.11%. This indicates that students have succeeded in comprehensively addressing all essential components and aspects inherent to news writing, thereby ensuring a comprehensive and informative coverage of news topics.

Lastly, the aspect of writing neatness, with a notable ability category of 78.72%, highlights students' ability to present their ideas in a well-organized and visually appealing manner. This underscores the importance of clarity and organization in written communication, further emphasizing the positive impact of problem-based learning on students' overall writing proficiency. To determine the effect of the application of problem-based learning model on the ability to write news text, the correlation test was conducted and the following results were obtained:

**Table 7. Correlation between problem-based learning and news text writing ability**

	Problem based learning	Ability to write news text
Pearson Correlation	1	,610**
Sig. (2-tailed)		,000
N	32	32
Pearson Correlation	,610**	1
Sig. (2-tailed)	,000	
N	29	29

The Pearson correlation coefficient provides valuable insights into the relationship between problem-based learning and news text writing ability. In this study, the calculated correlation coefficient of 0.610\*\* indicates a strong positive correlation between these two variables. This suggests that as the level of engagement in problem-based learning increases,

there is a corresponding improvement in students' ability to write news texts.

To provide a clearer understanding, let's break down the interpretation of the correlation coefficient. When multiplied by 100, the coefficient translates to 61.0%. This indicates that 61% of the variance in news text writing ability can be attributed to problem-based learning. The remaining 39% represents factors beyond the scope of problem-based learning that also influence students' writing abilities.

Furthermore, the significance value (Sig) of 0.000, which is less than 0.05, underscores the robustness of the correlation between problem-based learning and news text writing ability. This indicates that the observed relationship is statistically significant, further validating the impact of problem-based learning on enhancing students' writing proficiency.

#### IV. CONCLUSION

Prior to administering the treatment, this study assessed the initial writing abilities of Grade XI students at *SMAN 3 Siak Hulu* through pretest assessments for both the experimental and control groups. These groups were subjected to different teaching approaches, with the experimental group receiving instruction based on the problem-based learning model. Following the implementation of this approach, a post-test was conducted to evaluate whether students' proficiency in news text writing had improved. The study focused on the sample group exposed to the problem-based learning model. Subsequently, the researcher processed and analyzed the outcomes of the implementation.

During the research phase, the pretest revealed a range of scores, with the highest reaching 79 and the lowest registering at 20. These scores delineated two distinct categories: the lowest and highest values. The lowest score category on the post-test was 65, representing a completion percentage of 43.3%, while the highest score category on the post-test was 95, reflecting a completion percentage of 86.7%.

The results indicated that problem-based learning significantly enhanced students' critical thinking skills, particularly in utilizing *EYD*, with a proficiency level of 94.17%. Additionally, students demonstrated strong word choice abilities, achieving a proficiency level of 91.5%, and effective sentence construction skills, with an 88.00% proficiency level. Moreover, students exhibited proficiency in news element completeness at 85.11% and writing neatness at



78.72%.

The Pearson Correlation value for problem-based learning and news text writing ability was found to be 0.610\*\*, indicating a strong positive correlation between the two variables. This implies that an increase in problem-based learning correlates with an improvement in news text writing ability. The analysis also revealed that 61.0% of the variation in news text writing ability can be attributed to problem-based learning, while the remaining 39% is influenced by other external variables. Furthermore, the significant value of Sig (2-tailed) between problem-based learning and news text writing ability ( $0.000 < 0.05$ ) indicates a meaningful correlation.

It is crucial for students to possess the ability to write news texts that are concise, clear, and easily comprehensible. Mastering news writing not only enhances linguistic skills but also fosters the capacity to effectively convey information to others. Moreover, utilizing problem-based learning models in teaching can create an active, independent, and meaningful learning environment, thereby facilitating students' learning process.

Based on the research findings, problem-based learning emerges as an efficient approach for teaching news text writing, leading to significant improvements in students' abilities. Educators must adapt their teaching methods to meet the evolving needs of students, as conventional approaches may hinder students' ability to develop ideas and determine suitable themes for writing news texts.

Proficient educators should possess comprehensive skills in educational planning, implementation, and evaluation. These findings corroborate previous research indicating that problem-based learning models contribute to enhanced news text writing abilities among students. Therefore, integrating problem-based learning into the curriculum can be instrumental in improving students' writing skills, as evidenced by the positive outcomes observed in this study.

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