Problem-Based Learning in Teaching Writing Hortatory Exposition Text to Eleventh Graders

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Abstrak
Menulis adalah keahlian utama untuk sukses mempelajari bahasa asing. tapi pada kenyataanya, banyak pelajar menemukan kesulitan dalam proses menulis. Berdasarkan kurilukum 2013, yang menekankan pembelajaran kolaboratif dimana siswa dapat berpikir kreatif dan mengembangkan pengetahuan dengan dirinya sendiri. Penelitian ini menggunakan metode deskriptif kualitatif dengan instrumen penelitian catatan lapangan dan hasil menulis. Penelitian ini bertujuan untuk mendiskripsikan bagaimana guru mengimplementasikan pembelajaran berbasis masalah dalam pembelajaran menulis hortatori eksposisi dan bagaimana hasil kerja siswa terhadap implementasi pembelajaran berbasis masalah dalam pengajaran menulis hortatori eksposisi. Dalam penelitian ini, subjek yang digunakan adalah guru bahasa inggris dan siswa kelas sebelas di SMA Muhammadiyah 10 Surabaya. Hasil penelitian ini menunjukan model pembelajaran berbasis masalah dapat membuat siswa terlibat aktif dalam pembelajaran. Tapi sayangnya, guru sebagai pembimbing tidak berhasil memunculkan permasalahan dalam hasil kerja siswa. Untuk hasil kerja tidak ada grup yang dikelompokkan ke dalam poor dan very poor. Model pembelajaran berbasis masalah dapat diimplementasikan dalam pengajaran menulis hortatori eksposisi. Model pembelajaran berbasis masalah sebagai model pembelajaran mampu memotivasi siswa bergabung dalam proses pembelajaran di kelas dan mampu mengajak minat siswa untuk menulis.
Kata kunci: *Pembelajaran Berbasis Masalah, kemampuan Menulis, Teks hortatori exposition*

Abstract
Writing is the primary skill to successfully learn a second language. But on the fact, many students find difficulty in the process of writing. Based on curriculum 2013 that emphasize collaborative learning where the students able to creative thinking and develop their knowledge. This study used descriptive qualitative research method with research instruments field note and student's writing result. This result is purposed to describe: The implementation of problem-based learning in teaching writing hortatory exposition text and the student writing hortatory exposition text toward the implementation of problem-based learning method. The subject that used are the English teacher and the student eleventh graders in SMA Muhammadiyah 10 Surabaya. The result of the study shows problem-based learning can makes the student actively involved in the learning activity. But unfortunately, the teacher as guide did not succeed in raising problems in the in-student's work. In student writing result there were no group calcsilicates in the poor and very poor. Problem-based learning models can be implemented in teaching hortatory exposition writing. Problem-Based Learning as a learning model could motivate the students involved in the learning process and could encourage and engage the students' to write.
Keywords: *Problem-Based Learning, writing skill, hortatory exposition text*

INTRODUCTION

English is a second language in Indonesia. However, it is too important to teach English at schools because by learning a foreign language the students can have admission to another culture. It gives them the ability to communicate and exchange the opinions with the people around the world. Furthermore, mastering a foreign language is believed to have a positive effect on developing intellectual value and it enhances and enriches mental development. It pays significant role for developing individual intelligence as stated by Kirkeby (2008).

Current curriculum (K13) said English taught through skills and text. Therefore, English subject directed developing those skills so that graduates can communicate both spoken and written form at a certain level of literacy.

In the English proficiency, defines as having proficient at four skills; they are listening, speaking, reading and writing. Therefore, the students should have good ability to use those four skills to be competent mastering English language. If the students master those four skills, automatically they are fully capable of communicating in English. Writing skills is the one of the important skills to be competent in

English. In writing, students require to understand how the words, sentences, and structures can explain the meaning of the utterance made by them. Learning how to write for non-English speaker not only writing perform, but also the clue to interact and make a statement with the readers for purposes. Howsoever, mastering to write correctly is found out to be one of the most difficult of the four skills for all language users. Without any exception whether it is the first, second, or foreign language. Ur (2009: 163) states: In the writing, the writers inform the idea and the message in the written form. With so, the reader can understand the experience, event, and histories the idea easily. Writing is a part of language skills which important to be taught and it is the most difficult skill to master for language learners. The difficulty of writing lies not only in organizing ides but also in translating this idea into readable text (Richards and Renandya, (2002: 303).

In the school which using curriculum (K13) for English subject, there are 12 genres of texts for Senior High School students. There is analytical exposition, hortatory exposition, report, spoof, explanation, recount, procedure, and descriptive, narrative, news item, discussion, and review text. Each type of text has its own purpose, generic structure and language features. hortatory exposition is one type of the texts that must be implemented to eleventh grade students.

Hortatory exposition text has purpose to explain the reader which something should or should not be done (Interlanguage, 2008:161). However, the Hortatory exposition text may perform as spoken and written. This text generally delivers arguments. To strengthen their opinion to make a topic, the students is required to have enough knowledge and information. To enhance their idea, students are encouraged to be able to develop or elaborate their arguments. It is found out to stimulate them to think more critically about the topic, which surfaces in their daily activity. since this type of text is popular among educated people, the students need to learn the hortatory exposition text. Because the text believed to be very important to teach for Senior High School students, the teacher should have an appropriate model for teaching writing hortatory exposition text.

Problem-based learning is an appropriate model in teaching hortatory text. It is a learning process conducted by a group which focused in problem solving scientifically. Margeston in Rusman (2011: 230) states that Problem-based curriculum can improve the development of long life education in form of open-ended thinking, reflective, and active learning. As Boud and Feletti in Rusman (2011: 230) also states that Problem-based learning is significance innovation in education. The writing's idea surfaces due to the spontaneous inspiration of an activity. The activity encourages students to stimulate thinking activity based on actual problem. Afterwards this problem can be reported in written form. The source that comes from actual problem, used by the students and implemented into writing expression. The problem that frequently appear are also implementing, comprehending and reporting the implementation of the discourse. The pillar for argumentative writing is the problem. The writing contains arguments supported by reason and fact, as well as the data.

Problem-based curriculum facilitate student to solve the problems, communication, and group work. Thus, Problem-based learning can help students in solving the problem around team in writing. They will solve the problem together in their group and discuss each other so that their ideas and information can develop. From this statement, the writer believes that Problem-based learning can make students active. They can know how to critically the problems in writing. Based on the statement, the writer wants to conduct a research of how the "problem-based learning in teaching hortatory exposition text to eleventh graders of SMA Muhammadiyah 10 Surabaya".

Research Questions
1. How is the implementation problem-based learning in teaching writing hortatory exposition text to the eleventh graders of SMA Muhammadiyah 10 Surabaya?
2. How are students' works toward the implementation of problem-based learning to teach writing hortatory exposition text to the eleventh graders of SMA Muhammadiyah 10 Surabaya?

This study was conducted to describe how how the teacher implements problem-based learning in teaching writing by describing hortatory exposition text for senior high school and how the students' works toward the problem-based learning's implementation in writing hortatory exposition text.

Writing is an interactive process by nature since it involves out of the symbolic interplay among a writer, text, and reader (Massi: 2000). The writing activity is not only the activity, which could be finish in one time, then get the good result. The writer should pass some

steps in writing; however, sometimes the writer requires re-writing to revise again. There are some steps of writing as explained by Hedge and Harmer. Hedge (1993) argues that the processes of writing are pre-writing, whist writing, and post-writing. In other hand, Harmer (2002) explains that writing stages are planning, drafting, reviewing and editing. Most of the learners think that writing is a simple process that may finish in one-step. Nevertheless, to get good composition, the learner must pass the processes. Thus, they plan, draft, re-plan and soon before they finally create the composition (Harmer, 2002:113).

Harmer's concept as steps of writing concept as steps of writing process:

1. Planning

    The first step that students should do as writers is plan. The writer should plan what he should write. In this, stages teacher's responsibility is to invite the students to get the idea giving brainstorming the topic are going to write.

2. Drafting

    After the students get the idea what to write, the next step is drafting. It is the students write the whole part of the idea simple way. The students as writers should write in a draft point that will be develop into the text.

3. Reviewing

    The writer develops drafting points to a written based on steps in the draft, after the writer finishes writing. The writer as the readers reviews the writing result to get some points or part that could be fixed, edited, and added

4. Editing/revising

    After the writer gets some mistakes of his writing, it is his chance to do editing and revising. The mistakes, which can be, include content, grammar, word choice, and organization mechanics

One of the purpose of teaching is delivering the information to the students. Therefore, they can understand what material they are studying. Teaching writing, as Harmer (2007:112) said that it gives the students more 'thinking time' than they do get when they attempt spontaneous conversation. This allows more opportunity for language processing.

In the fact that writing is a complicated skill to be learned by the students. It has been proven by the common results of their compositions which mostly unorganized, grammatical errors and less mechanical rules. These problems might come as the result of the failure of teaching learning. It is the teachers' project to solve, and it will be the teachers' main task to guide and motivate their students in learning writing. In motivating the students, teachers can create the interesting way to teach writing. It can be some activities, which can stimulate them to write more active and creative. In brief, teachers should be able to provoke the students' motivation and they should be creative in conducting methods that are appropriate with the students' condition. There is some text that are taught in Indonesian's senior high school, they are narrative, descriptive, recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review (Depdiknas, 2006:5). Those genres become the teacher's purpose of teaching writing and as the teacher's homework to find some appropriate techniques, methods, and learning strategies to teach writing.

Problem-based learning is a pedagogical strategy. It develops content, knowledge, and problem-solving in actual problem (Mayo et al., 1993). It helps students to build reasoning and communication skills needed for success (Duch et al.,2001). Furthermore, problem-based learning also gives teachers with Variety and learning opportunities. The learning also expands their knowledge and skills, and acknowledges their personal judgement and experiences, and expands their knowledge and skills as they engage themselves in learning (Levin, 2001). Problem-based learning main purpose is teaching and learning both cognitive and metacognitive. This approach has been known since the late 1960s. It also says that this approach fascinates language learner to learn language and content above learning itself (Neufeld & Barrows, 1974) and attract language students in learning how to learn while they also learn language and content.

In the problem-based learning, the role of the teacher does not simply convey and explain to the students, but rather as a mentor and student facilitator in learning to think and solve the problems. Teaching strategies such as discovery learning, inquiry training, and inductive teaching have a long and prestigious history and role (Arends, 2004). John Dewey, 1933 (in Arends, 2004) emphasizes the importance of reflective thinking and the teacher's profession in helping student in acquiring productive processes and thinking skills. While Jerome Bruner, 1962 (Arends, 2004) emphasizes the importance of discovery learning and how teachers can make students "constructors" of the knowledge they gain. Ram (1999), states, students learn in the context of a problem to solve. The responsibility of learning is in the students, not the facilitator. Pannen (2001) states

that problem-based learning offers student's self-determination in the learning process. Through problem-based learning, students expected to be actively involved, collect and analyze data, and use that data to solve problems.

The Procedure of Problem-Based Learning Method

Arends (2004) organized the steps on implementation of problem-based learning in teaching into five phases. A fifth phase in the problem-based learning as follows;

Table 1: Problem-Based Learning Stages

Stages	The Teacher Activity
Orienting learners on learning problems	Explaining the purposes of learning, explaining the equipment, and motivating students into problem solving activity
Organizing learners to learn	Helping students to interprets and organize the task that connected to the problem.
Leading the student to solve the problem	Motivating the students to find suitable information and doing experiment in order to get the problem solving.
Developing and presenting the result of discussion	Helping student to plan and prepare the result of discussion in form of report.
Analyzing and evaluating the process of problem solving	Helping student to do a reflection or evaluation to their investigation and their process of problem solving.

METHODS

The researcher conducted descriptive qualitative research to describe the implementation of problem-based learning in teaching writing hortatory exposition text in eleventh grade. According Verma and Beard (1981:58), the process of descriptive research goes beyond mere collection and tabulation of factual data. Based on Nunan (1992), descriptive qualitative research is suitable in describing information related to the implementation of approach, techniques or even methods.

Descriptive qualitative research was appropriate for this research because the researcher described Problem-based Learning in teaching hortatory exposition text. The researcher only observed the phenomenon and was not allow participating in the teaching learning process. The research's purpose is to understand a phenomenon by focusing on the total picture rather than breaking it down into variables (Ary, Jacobs, Sorensen. 2010, 2006, p.29).

The subjects of this research were an English teacher of XI MIA 2 class and 21 students. The researcher selected the teacher of XI MIA 2 because he teaches English in that class, which the class was selected as the setting for this study. The selected class for the subject of this study was one class in SMA Muhammadiyah 10 Surabaya. Since Curriculum 2013 applied in this school, it was appropriate with the objective of this study. The researcher focused on an eleventh grader to observe the teaching learning activity. The researcher conducted the study at SMA Muhammadiyah 10, Surabaya where located at Genteng Muhammadiyah 45, Surabaya. SMA Muhammadiyah 10 was private senior high school that combined Formal school and Islamic boarding school. The school implementing full day school, which taught Islamic knowledge and Formal knowledge. The school selected to the research, because the teacher used Problem-based Learning method to teach English for a few years lately. The selected class for conducting this study was XI MIA 2 with 21 participants, the researcher had this class as the subject of the study because this class would have hortatory exposition text as the material.

The observation sheets and students writing result were the source of the research data. Observation sheet consists of checklist and personal notes toward the observation in each meeting. The researcher gained the data by conducting observation towards the teaching learning activity, the researcher also took notes while the teaching learning activity was continuing. In another hand, the students writing result tasks were answer of the second research question. The researcher reported on how the students writing result during the implantation of problem-based learning in teaching writing hortatory exposition text and analyzed the task using ESL compositions' profile by Jacob (1981).

This research used two techniques to collect data; those were observation sheets and the students writing tasks. The researcher took a note about what researcher hears and sees during the teaching learning process. The researcher using checklist and personal notes in every single meeting to describe that happened during the teaching learning process, the second technique to collect the data was the students' writing task. The teacher gave the students task for writing hortatory exposition. The researcher collected and analyzed. Thus, the students' writing

task result reflected their writing skill during implementing problem-based learning method.

The researcher used field note and students' writing task as the instrument of the research.

1. Data of field note

    The researcher used field note to record the learning activities, events, behaviors and the setting. The researcher recorded an audio during learning process, which done by the teacher. The learning processes described in the field note, they were re-read and re checked to familiarize data. In the coding stage, the researcher classified the data it purposed to focus on data which related. Next, the researcher reduced the data that haven't related with the research. The last was presenting and interpreting. The researcher interpreted the data he got and described with related theories.

2. Data of the students' writing task result

    In this stage, the researcher read the written hortatory exposition formed by students and checked it. Then, the researcher encoded the students' writing task; word, phrases, sentences, and way of thinking. In the reducing stage, the researcher reduced the unrelated data, the researcher only concerns the objective of the study. The last stage was interpreting and representing. In this stage, the researcher using rubric for scored the students work. After that, the researcher represented related theories by describing and elaborating the data.

RESULT AND DISCUSSION
Result

The result of this study, the researcher presented the answer of research question. In this point, researcher just observed the phenomenon, the students who do not participate in class, just sat in the last row of the class observing the learning process, taking some note and filling the observation checklist. The researcher explained the result using observation checklist and field notes to observe the learning process. The observation conducted in class XI MIA 2 of SMA Muhammadiyah 10 Surabaya where the teacher applied problem-based learning to teach writing hortatory exposition. There were 21 students to be observed in that class. The implementation problem-based learning in teaching writing hortatory exposition done in two meeting. The first meeting held on Wednesday, 14th March 2018 and the second meeting held on Thursday, 15th March 2018. Both

observation times held for 90 minutes in the 3-4 period.

The Implementation of Reciprocal Teaching Technique in Teaching Reading Comprehension of Factual Report Text
1. First Observation
a. Pre-Activity

The first observation conducted on Wednesday, 14th March 2018 at the XI MIA 2 class. That started at 08.13 until 09.30. in the first meeting, the teacher only implemented 3 stages from 5 stages in the problem-based learning, which were Orienting learners on learning problems, *organizing learners to learn, Leading the student to solve the problem*. The meeting was only 90 minutes. Teachers did not use instructional media, but teacher allowed students to use smartphones to search for data.

b. Whilst-Activity

The student tried to answer the teacher's question. Various hot issues expressed by them, some students said the hot issue lately are foolishness using social media, being antisocial because game mobile legend and the ridiculous death of a boy in the lake for fishing. After the students responded teacher's question, the teacher explained the learning material on that meeting is hortatory exposition text. Then, the teacher wrote the definition, generic structure, language features of hortatory exposition in the white board. Then, the teacher explicated the language features of the text to the students, in this activity, the teacher explained about global warming.

The teacher organized the students into the group based on their seats. The teacher instructed the students finding their own topic, he allowed using smartphone to find the information and sources for their topic, he gave 30 minutes to choose, discuss the topic and write. The teacher guided the students to write hortatory text, he explained once again the generic structure and language features to the students. There were five groups and one group consist four students.

Then, the teacher sat on his desk and the students continued wrote and discussed. The last 5 minutes were coming, the teacher walked around again to check the students' work.

c. Post-Activity

As the closing, the teacher told the students about what they should will do on the next meeting, which they will presenting the result of their discussion and work. Then the bell was ringing, he greeted to them and dismissed the class.

2. Second Observation

a. Pre-Activity

As an opening the teacher-started class at 08.05, the teacher greeted the students and then the teacher checked the students' attendance list. Next, he set up the students ready to start the learning activity. The teacher started by asking and reviewing the previous study. Then, the teacher instructed the students to sit with their group.

b. Whilst Activity

The first group presenting a topic Mobile Legend is fun game. All of them read their work. Their voices loud enough, the teacher only took notes and listened their presentation. After the first groups finish their presentation, the teacher asked them to let their friends asked them. Then, the teacher motivated the students by giving score to ask presenter that related the topic.

After a minute, there was no one students asked; the teacher told the presenter to dismiss the presentation. Then he called the second presenter to present their work. Next, the second presenter did same thing as the group before, read the thesis, arguments and recommendation. The second group presenting the topic "why study English is important for student", after they finished the presentation, they offered the students by asked some questions. Afterward, the teacher asked them to end their presentation and teacher asked to give applause for the group 1, next the teacher asked the group 5 to present their work. Group 5 presented about the topic "Student should aware with technology "; students group 5 read their work but their voices were not loud enough, other students didn't give attention to their presentation. When they finished the reading, they began to offer questions. Then the one of the student raised his hand.

The students looked confused with the question, and then the teacher made clear the question. The student discusses for some minutes, and they still looked confused for

answered the question. Then the teacher helped the student group 5 to answer.

c. Post-Activity

Next, the teacher instructed the group for closed the performance and back to their desk. Only 3 performers from 5 performer that presented their works because the time almost end. In this stage, the teacher analyzing and evaluating the process of problem-based learning. The teacher guided the class discussion, he evaluated the lesson on that day and ensured that the students about the material. The bell was ringing and the teacher instructed for submitted the students' works.

The Students' Writing Result toward the Implementation of Problem-Based Learning

The researcher evaluated the students' writing task, how to write hortatory exposition. The components analyzed of writing proficiency based on EFL composition's profile by jacobs (1981) The profile assesses the content, organization, vocabulary, language use and mechanics. Based on Jacob (1981), The researcher classified students' writing result into four categories; Excellent to Very Good, Good to Average, Fair to Poor. And Very Poor. It would explain as follows;

Discussion

There are two results discussed. They are the implementation of Problem-Based Learning to teaching writing hortatory and how are students' works toward the implementation of problem-based learning.

There were five stages in the problem-based learning method, in the first day the teacher implemented two stages and the second meeting he implemented three stages in the problem-based learning method.

The first step was orienting on learning problem, in this activity the teacher asked to the students about the hot issues recently happened, the students gave some issues which showed to the teacher, next the teacher gave feedback toward the hot issues recently happened. Then the teacher gave a real – problem to the students about global warming. Here, the teacher also stimulates the involvement of students to find the cause and effect of global warming. Afterward, the teacher explaining the learning material about hortatory exposition to the students. It was in line with Arends (2004), the process of teaching and learning started with explaining the learning

objectives and activities, which will have carried out. In the usage of the problem-based learning, this phase is important phases in which the teacher must explaining in detail what must be done by learners and by the teacher explained how to the teacher will evaluate the learning process.

In the second step of problem-based learning was organizing learners to learn. The teacher instructed to the students making group discuss based on their seat, then the teacher gave options to decide problem topic. The teacher allowed the students using their smartphones to find the information, the role of the teacher here, became a facilitator and gave opportunities to the students to gain their knowledge. The teacher guided the students to asked the discuss materials

Here, the role of the teacher became important, it was because how to make the students became more active in the group discuss and guiding them to collect data and found the solution. Ram (1999), students learns in the context of a problem to solve. The responsibility of learning is in the students, not the facilitator. Also supported by Pannen (2001), that problem-based learning offers student's self-determination in the learning process. Through problem-based learning, students expected to be actively involved, collect and analyses data, and use that data to solve problems. At the time, the response of the student was enthusiastic, to find data and information about the problems and was actively explaining the problems. The role of the teacher seems succeeded in motivating the students collected the data and information. Unfortunately, the researcher looked the topics who decided by students less arisen of problem.

The next step was leading the Student to Solve the Problem. After the teacher gave opportunities to the student to decide the topic in writing hortatory exposition, here the teacher guided the students to solve the problem from the topic that they decided. The teachers' role here guided, checked, and gave suggestion toward the problem topic. It supported by Boud and Feletti in Rusman (2011: 230) that Problem-based learning is significance innovation in education, the writing's idea appears due to the very urgent inspiration of thinking activity. In addition, Pannen, et al. (2001) stated Issues as facilities for the process. In this case focuses on the ability to think critically in relation to the problem. Problems become a tool to train students in reasoning and critical thinking. At the time, the researcher looked the

teacher got around on the group discuss and gave the direction for the topics that they used

In the next stage of problem-based learning was developing and presenting the Result of Discussion. In this activity, the teacher asked to the students to present their works and gave feedback, it was purposed to build discussion class became more interesting and effective, also the students could think critically of the topics explained., John Dewey, 1933 (in Arends, 2004) emphasizes the importance of reflective thinking and the teacher's profession in helping student in acquiring productive processes and thinking skills. While Jerome Bruner, 1962 (Arends, 2004) emphasizes the importance of discovery learning and how teachers can make students "constructors" of the knowledge they gain. Unfortunately, on the stage the teacher was not able made became more active, it was because the presenter was monotones in presenting their presentation. In this activity, there were only three presenters from five presenters

The last were analyzing and evaluating the process of problem solving. This stage is the final stage in the problem-based learning method. In this stage, the teacher intended helping the students analyze and evaluate their own processes, teachers facilitate class discussions to analyze the problem solving. During this stage, the teacher asked the students to reconstruct the thinking and activities that carried out during the process of their learning activities and guided students to equate perceptions about the problem solving.

In conclusion, the teacher could have implemented five stages in problem-based learning method in two meetings, overall the teacher implementing the problem-based learning properly, with problem-based learning the teacher succeeded involved the students in learning activity. Unfortunately, the teachers did not succeed in generating problems in student works and were less able to guide students in stage four, developing and presenting. The presenter looks less enthusiastic and other students less respond to the presenter. That as should problem-based learning could further encourage critical thinking in learning process.

The result of students writing showed after implementing problem-based learning method in teaching writing. The most students successfully presenting, knowledgeable and understandable writing. In the content, the students could develop clearly stated and ideas well. The students were able to communicate their ideas. Their writing well –

organized, the structure of hortatory text was clear, they also had good selecting word and the writing be interesting to read. Their vocabulary in writing was sophisticated, effective to choose word and idiom. In the language use and mechanics, we found that the students had few errors in punctuation and capitalization. The researcher classified into four categories to make clearer discussions related to students' writing result, Jacobs (1981) they are in excellent to very good, good to average, fire to poor, and very poor. The categories would be explained as follows

For excellent to very good, the writing has clearly stated or supported the idea and logical sequencing; those were containing grammar usage and effective word choice. It has few errors of word or function, articles, spelling, punctuation capitalization and paragraphing. These categories There were two groups who. For excellent referred to group three they composed hortatory exposition almost perfect, happened when the group has minor mistakes in preposition, moreover the group five, their writing was appropriate in writing hortatory exposition text.

In the categories good to average, it contained few errors use of word, word choice and limited supported sentences. In addition, the writing has occasional errors of spelling, punctuation usage, capitalization, paragraphing, but the meaning not obscured. The group in this category was group one and group two. The researcher found several errors in punctuation, preposition and capitalization, but overall the writing meaning was clearly.

Likewise, fair to poor category has frequent errors use of word, preposition and the meaning obscured. The idea was not clearly state and disconnected. Moreover, the writing has frequent errors of spelling and preposition, word choice and language feature, fair to poor category referred to group 4. Their writing occupied these characteristics.

The last category was very poor. It dominated by errors of spelling, preposition, punctuation and capitalization. There were also some grammatical errors and language features. It has lack of vocabularies, there were none of the group whose belong in very poor category,

From the discussion above, it could be seen the best result the students' writing skills in writing hortatory exposition. They were able to achieve excellent, very good and fair. There were no group who classified into very poor category. That meant problem-based learning can help the students to write hortatory exposition, the teacher has important role

as guide for the students to write hortatory exposition. based on problem-based learning stages, the teacher not only giving freedom to the student to decide the problem topic but also the teacher help them to find the problem solving. In addition, the teacher helping students to collect the information and giving suggestion to the students. furthermore, students required to become actively involved in learning. they instructed to discuss in search of problems and found the solutions, they work together in writing hortatory exposition, their opinions shared with each other. It was the reason why they got good score in their writing. although on the topic, they were less raised the problem.

CONCLUSION AND SUGGESTION
Conclusion

Based on the data representation on chapter four, the teacher concluded using problem-based learning to involve students in the class discussion, the method can be applied well both the teacher and the student. Both the teacher and the students had teaching effective experienced thorough the activities involved the method. The teacher did entirely follow the theories proposed by experts, the teacher appropriately implementing problem-based learning. Moreover, the students being active learner since this method implemented on the learning activity. Supported by Jon Larsson (2001) Problem-based Learning encourages students to gain a deeper sense of understanding; using problem-based learning the students combat by always introducing the vocabulary in a real-world situation so that they have not to memorize vocabulary on list. It can ease the students write, using problem-based learning the students are not passive receivers of knowledge, but are instead required to active acquire the knowledge. The group discussion successful facility learning activity and increased students' confidences toward implementation problem-based learning in-group work.

The researcher concludes the result of students' writing was satisfying based on analyses using ESL composition profile from the result of students' writing, it was presenting that the learning method using problem-based learning in teaching writing hortatory exposition text was advantageous. Beside successful encourage the students writing in hortatory exposition text, also assists the students to develop their writing content based on friends and teacher's critic and feedback during class discussions.

Suggestion

Based on the data described above, the researcher has suggestions for the teacher. The suggestion described as follow;

1. For the teacher

    The teacher can decide appropriate teaching method with knowing students' ability and characteristics. In addition, the teacher can implement problem-based learning continuously and be wise to give the students opportunity to get involved in the teaching learning activity. Furthermore, the teacher more prepared the media in teaching writing while implementing problem-based learning, besides allowing the students using their smartphone to find information.

2. For the students

    The researcher hopes the student can be more active and express their idea in-group discussion and can more develop their critical thinking.

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