

**THE EFFECTS OF PROBLEM BASED LEARNING (PBL) ON
STUDENTS' CRITICAL THINKING SKILLS IN WRITING
EXPOSITORY TEXT AT ISHS 1 MUKOMUKO**

THESIS

*Submitted in Partial for Fulfillment of the Requirements for Undergraduate
Program in English Tadris Department the Strata One (S1) Degree*



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IMAM BONJOL PADANG
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APPROVAL PAGE

**THE EFFECTS OF PROBLEM BASED LEARNING (PBL) ON
STUDENTS' CRITICAL THINKING SKILLS IN WRITING
EXPOSITORY TEXT AT ISHS 1 MUKOMUKO**

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THESIS ACCEPTANCE

The thesis entitled *"The Effects of Problem Based Learning (PBL) on Students' Critical Thinking Skills in Writing Expository Text At ISHS I Mukomuko"* written by Agnes Febiloka, students register number: 2114050013 has been examined by Board of Examination in the faculty of Tarbiyah and Teacher Training of Islamic State University (UIN) Imam Bonjol Padang. On December 19th, 2025. Therefore, it has been accepted as one of the requisites to procure the Academician Degree Program of Strata One (S1) degree in the English Tadris Department.

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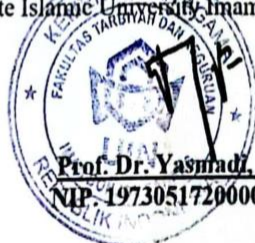
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Tesis berjudul ***"Pengaruh Pembelajaran Berbasis Masalah (PBL) terhadap Kemampuan Berpikir Kritis Siswa dalam Menulis Teks Ekspositori di ISHS I Mukomuko"*** yang ditulis oleh Agnes Febiloka, nomor registrasi mahasiswa: **2114050013** telah diuji oleh Dewan Ujian di Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Imam Bonjol Padang. Pada tanggal 19 Desember 2025. Oleh karena itu, tesis tersebut telah diterima sebagai salah satu syarat untuk memperoleh Program Gelar Akademisi Tingkat Satu (S1) di Jurusan Bahasa Inggris Tadris.

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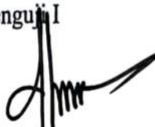
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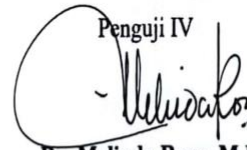
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DECLARATION PAGE

I am undersigned:

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Hereby solemnly declare that:

1. This thesis is truly my own work, and in preparing the thesis, I implemented and respected the research code of ethics that applies both outside and at the Imam Bonjol State Islamic University, Padang
2. If it is later discovered and proven that part or all of the contents of this thesis contain violations of the research code of ethics, I agree to accept all legal consequences in accordance with the relevant provisions.

Padang, November 11th, 2025

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ABSTRACT

Agnes Febiloka, 2025, *The Effects of Problem Based Learning (PBL) On Students' Critical Thinking Skills in Writing Expository Text At ISHS 1 Mukomuko*. Thesis. Faculty of Tarbiyah and Keguruan. Imam Bonjol Padang State Islamic University. Supervisors (1) Dr. Besral, M.Pd. (2) Dr. Melinda Roza, M.Pd.

This study aims to investigate the effects of Problem-Based Learning (PBL) model on students' critical thinking skills in writing expository texts at Islamic Senior High School (ISHS) 1 Mukomuko. The research employed a quasi-experimental design with a pre-test and post-test control group. The population consists of all eleventh-grade students (180 students) spreading over two classes (XI B and XI C). The Samples were taken 30 students from each classes (purposive sampling technique). Instruments were writing tests measuring six indicators of critical thinking: interpretation, analysis, evaluation, inference, explanation, and self-regulation. During the first two weeks, students were directed and organised to analyse texts. They were then guided to design their texts individually and in groups. Furthermore, with the implementation of PBL, students were encouraged to develop their ideas and imagination to produce good expository texts. In the final stage of the experiment, they were encouraged to analyse and evaluate their work. After several meetings, they were given a post-test to determine the impact of the PBL treatment. The test results were analysed using SPSS 25. The result of the pre test showed that the average score of experimental group was 55,76 and control group was 50,93. Meanwhile the post test score of experimental group was 76,30 and control group was 58,60. It showed that the experimental group was 76,30 was higher than the control group with different was 17,70. The hypothesis test showed that in $p\text{-value} < 0.05$, indicating a significant difference between the two groups. Thus, H_0 was rejected and H_1 was accepted. It can be concluded that the implementation of Problem-Based Learning (PBL) has a significant effects on students' critical thinking skills in writing expository text, particularly in developing HOTS at levels C4–C6. These findings also indicated that PBL effectively encouraged students to think analytically, evaluate information logically, write with more structured and argue reflectively.

Keywords: Problem-Based Learning (PBL), Critical Thinking Skills, Expository Text

ABSTRAK

Agnes Febiloka, 2025, *Pengaruh Pembelajaran Berbasis Masalah (PBL) terhadap Keterampilan Berpikir Kritis Siswa dalam Menulis Teks Ekspositori di ISHS 1 Mukomuko*. Skripsi. Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Imam Bonjol Padang. Pembimbing (1) Dr. Besral, M.Pd. (2) Dr. Melinda Roza, M.Pd.

Penelitian ini bertujuan untuk menyelidiki pengaruh model Pembelajaran Berbasis Masalah (PBL) terhadap keterampilan berpikir kritis siswa dalam menulis teks eksposisi di ISHS 1 Mukomuko. Penelitian ini menggunakan desain kuasi-eksperimental dengan kelompok kontrol pra-tes dan pasca-tes. Populasi terdiri dari seluruh siswa kelas sebelas (180 siswa) yang tersebar di dua kelas (XI B dan XI C). Sampel diambil dari 30 siswa dari setiap kelas (purposive sampling). Instrumen yang digunakan adalah tes menulis yang mengukur enam indikator berpikir kritis: interpretasi, analisis, evaluasi, inferensi, penjelasan, dan regulasi diri. Selama dua minggu pertama, siswa diarahkan dan diorganisir untuk menganalisis teks. Mereka kemudian dibimbing untuk merancang teks mereka secara individu dan kelompok. Lebih lanjut, dengan penerapan PBL, siswa didorong untuk mengembangkan ide dan imajinasi mereka untuk menghasilkan teks eksposisi yang baik. Pada tahap akhir percobaan, mereka didorong untuk menganalisis dan mengevaluasi pekerjaan mereka. Setelah beberapa pertemuan, mereka diberikan post-test untuk menentukan dampak dari perlakuan PBL. Hasil tes dianalisis menggunakan SPSS 25. Hasil pretest menunjukkan bahwa skor rata-rata kelompok eksperimen adalah 55,76 dan kelompok kontrol adalah 50,93. Sementara itu, skor post-test kelompok eksperimen adalah 76,30, dan kelompok kontrol adalah 58,60. Itu menunjukkan bahwa kelompok eksperimen adalah 76,30, yang lebih tinggi dari kelompok kontrol, dengan perbedaan 17,70. Uji hipotesis menunjukkan nilai- $p < 0,05$, yang menunjukkan perbedaan yang signifikan antara kedua kelompok. Dengan demikian, H_0 ditolak dan H_1 diterima. Dapat disimpulkan bahwa penerapan Pembelajaran Berbasis Masalah (PBL) memiliki dampak yang signifikan terhadap keterampilan berpikir kritis siswa dalam menulis teks ekspositori, khususnya dalam mengembangkan HOTS pada level C4–C6. Temuan ini juga menunjukkan bahwa PBL secara efektif mendorong siswa untuk berpikir analitis, mengevaluasi informasi secara logis, menulis dengan lebih terstruktur dan berdebat secara reflektif.

Kata Kunci: *Pembelajaran Berbasis Masalah (PBL), Keterampilan Berpikir Kritis, Teks Ekspositori*

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