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THE EFFECT OF THE PROBLEM-BASED LEARNING MODEL ON THE SKILLS OF WRITING RECOUNT TEXTS OF HIGH SCHOOL STUDENTS

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Abstrak

This study aims to examine the effect of the Problem-Based Learning (PBL) model on the recount text writing skills of Grade X students at Muhammadiyah 1 Senior High School, Makassar. The study combined qualitative exploration with a quasi-experimental design to examine the impact of the Problem-Based Learning (PBL) model on students' recount writing skills. Fifty Class X students participated, with data collected through writing tests and observations and analyzed using independent and paired samples t-tests. The results showed that PBL significantly improved students' writing performance, as indicated by a p-value < 0.05. The study was conducted from January to June 2025, with fifty Grade X students selected through total sampling. Overall, this research seeks to determine whether PBL can significantly improve students' ability to write recount texts within a real classroom setting. The results showed that the application of the Problem-Based Learning (PBL) model effectively improved the recount writing skills of grade X students at Muhammadiyah 1 Senior High School, Makassar. This model encourages active participation, critical thinking, and collaborative learning, resulting in significant improvements in students' writing skills, particularly in text organization, past tense usage, vocabulary selection, coherence, and idea development. Furthermore, PBL enhances students' motivation and engagement by connecting writing tasks to real-life contexts, making the learning experience more meaningful. Therefore, the PBL model can be considered an effective and innovative approach to improving students' writing competence and overall literacy skills.

Keywords

Problem-Based Learning Model, Writing Skills, Recount Text, High School Muhammadiyah 1, Muhammadiyah University.

INTRODUCTION

Writing skills are an essential part of English learning, especially for EFL students who must master not only sentence construction but also critical thinking, creativity, and understanding of text structure (Alghamdy, 2023). In Grade X, students learn to recount texts, which helps them express experiences and develop broader language skills. However, many students still struggle with writing due to low motivation, limited vocabulary, and weak understanding of text structure (Karim et al., 2023).

One approach that has shown promise is Problem-Based Learning (PBL), which engages students in solving real-world problems and encourages critical thinking, collaboration, and independent learning (Guo et al., 2020). In writing, PBL helps students explore and organize ideas, enhances creativity, and improves the quality of their written work (Emilia, 2018). Rooted in constructivist theory, PBL positions the teacher as a facilitator who guides students in building knowledge through hands-on activities and teamwork (Razak et al., 2022).

However, most research on the effectiveness of Problem-Based Learning still focuses on other text types, such as narrative and expository, and is limited to general contexts. Research on the application of Problem-Based Learning in teaching recount text at the high school level, particularly in a local setting like SMA Muhammadiyah 1 Unismuh Makassar, is still rare. Therefore, this study is important to fill the gap in the literature and provide an empirical overview of the effectiveness of Problem-Based Learning in improving recount writing skills. Initial observations indicate that many students experience difficulties in writing recount texts due to unfamiliarity with chronological flow and appropriate text structure (Sulisworo et al., 2024). The still-dominant conventional methods, such as lectures and integrated exercises, have not fully developed students' creativity and critical thinking skills. In line with the demands of 21st-century learning, teachers are expected to be able to become facilitators who guide students in actively building understanding.

The school's policy in responding to the writing abilities of Grade X students at SMA Muhammadiyah 1 Makassar has so far focused on strengthening literacy-based learning, integrating the *Kurikulum Merdeka* mandate that emphasizes higher-order thinking skills and communication competence. Based on observations, interviews, and documentation, teachers routinely provide structured writing assignments, corrective feedback, and remedial sessions for students who struggle, in accordance with internal school regulations and national guidelines on literacy development issued by the Ministry of Education. Teaching writing skills is considered essential at

SMA Muhammadiyah 1 Makassar because it supports students' ability to express experiences clearly, develop logical thinking, and meet curriculum requirements for English proficiency, with an orientation toward improving academic performance, preparing students for further education, and fostering independent learning habits.

This study aims to assess the effectiveness of implementing the Problem-Based Learning model in improving recount text writing skills in tenth-grade students at SMA Muhammadiyah 1 Unismuh Makassar. The following literature review will conceptually and theoretically explain the Problem-Based Learning model, the characteristics of recount texts, and writing skill development strategies, supported by the latest literature from the past five years. It is hoped that the results of this study can provide practical contributions to teachers and educational institutions in designing more innovative and impactful writing lessons.

Several recent studies have also shown a positive impact on writing skills in language learning. Research by (Harland, 2023) shows that a problem-based approach can build linguistic awareness and students' deeper and more reflective engagement in the writing process. Similar findings were revealed by (Chen & Yang, 2019) English foreign language students who learned through a problem-based approach showed significant improvements in idea organization, text cohesion, and personal expression. Furthermore, the integration of technology in Problem-Based Learning also provides distinct benefits for writing instruction.

Research by Zhang, (2022) highlights how the use of digital tools such as Google Docs and Grammarly in the context of Problem-Based Learning can improve students' productivity and accuracy in writing recount texts. This supports an approach that is not only problem-based but also technology-based (tech-enhanced PBL). Therefore, the Problem-Based Learning approach is a reliable pedagogical solution to overcome challenges in learning to write, especially recount texts (Ansari et al., 2015). The following literature review will discuss in depth the conceptual and theoretical foundations of Problem-Based Learning, recount texts, and writing skills in learning English as a foreign language (EFL) based on studies and literature from the past five years. Thus, this research is expected to fill the gap in the literature and provide practical contributions for teachers in designing more effective writing lessons (Saksono, 2022).

Previous research conducted by Chadafi and Syarifudin (2021) showed that Project-Based Learning can improve students' writing skills, as this model makes the learning process more engaging and helps students express their ideas more easily. Their findings are supported by Sari et

al. (2021), who also found that Problem-Based Learning encourages students to think more critically and systematically when composing texts, thereby enhancing the quality of their writing. Together, these studies indicate that both project-based and problem-based instructional models are effective in strengthening students' writing abilities.

Furthermore, Giawa (2022) found that both Project-Based Learning and Problem-Based Learning positively influence students' writing performance, with PBL demonstrating stronger effectiveness in increasing student engagement and the quality of written work. This aligns with the findings of Asmawati (2022) and Titisari (2023), who reported that implementing Problem-Based Learning can improve students' ability to write recount texts through structured and collaborative learning stages. Overall, these studies reinforce one another in showing that both project-based and problem-based approaches play an important role in enhancing students' writing skills.

Based previous studies have shown that both Project-Based Learning and Problem-Based Learning can improve students' writing abilities, most of the existing research has focused on different grade levels, specific skills such as scientific writing, or various text types, leaving limited evidence on how the Problem-Based Learning model specifically influences recount text writing skills among Grade X students in the context of SMA Muhammadiyah 1, Universitas Muhammadiyah Makassar. This gap highlights the need for research that directly examines the effectiveness of Problem-Based Learning in improving recount text writing within this particular educational and cultural environment. The novelty of this study lies in its focus on applying the Problem-Based Learning model to enhance recount writing skills at the Grade X level in a Muhammadiyah-based high school setting, where such investigations have not been widely conducted. Therefore, the purpose of this research is to analyze the effect of the Problem-Based Learning model on students' ability to write recount texts and to determine whether this instructional approach can significantly improve their writing performance.

METHOD

The study employed a qualitative method to explore participants' experiences and contextual factors in depth, complemented by a quasi-experimental non-equivalent control group design to examine the causal effect of the Problem-Based Learning (PBL) model on students' recount text writing skills. Conducted from January to June 2025 at SMA Muhammadiyah 1 Unismuh Makassar, the research involved fifty Class X students selected through total sampling, with the

experimental group receiving PBL-based instruction and the control group using conventional learning. Data were collected through writing tests and observation sheets, and analyzed using independent samples t-tests and paired samples t-tests to compare outcomes between groups and assess pre- to post-test improvements. The results indicate that the PBL model has a significant positive effect on students' writing skills, as demonstrated by a p-value < 0.05 in the t-test results.

FINDINGS AND DISCUSSION

Findings

Based on the pre-test and post-test results, a descriptive analysis was conducted on the recount text writing skills of grade X students at SMA Muhammadiyah 1 Unismuh Makassar. The purpose of this analysis was to determine the general description of students' writing abilities before and after the learning treatment, both with the Problem-Based Learning model and the conventional method. The analysis process involved calculating the average value, maximum and minimum values, and standard deviation. In addition, the data were grouped into certain categories to assess the overall level of student mastery.

Table 1. Pretest and Posttest Research Results in the Control Class and Experimental Class

Indicators	Previous Experiment	Experiment After	Pre-Control	Post-Control
Content	12.68	18.76	12.72	2:56 PM
Organization	12.12	18.36	12.28	2:20 PM
Vocabulary	12.16	18.12	12.16	2:40 PM
Language Structure	12.92	19.04	12.64	2:68 PM
Coherence	12.76	18.88	12.28	2:20 PM

The pre-test results showed that the average recount text writing skills of the experimental class students were still in the sufficient category. Based on the analysis, it was found that most students still had difficulty writing recount texts completely and systematically. The content of the writing generally only covered one general event or experience without detailed explanations, with an average content score of around 12–13 out of 20, indicating limitations in developing the main idea and supporting details. In terms of organization, the text structure was still weak because the elements of orientation, sequence of events, and reorientation were not always arranged completely, and transitions between sentences were not smooth, disrupting coherence between sections. In terms of vocabulary, students tended to use common and repetitive words, and lacked variety in the use of action verbs and time vocabulary. Errors were also frequently found in language structure,

particularly in the inconsistent use of past tense, incomplete sentences, and errors in the placement of subjects and predicates. From a mechanical aspect, errors in spelling, capitalization, and punctuation were still common, such as the inappropriate use of periods and commas, which ultimately reduced the overall readability of the text. Students in the experimental class demonstrated weaknesses primarily in content and language structure. This indicates that they require a learning approach that encourages the exploration of ideas, systematic narrative structure, and contextual practice of using English, all characteristics of the Problem-Based Learning model.

Initial equivalence indicates that the initial average scores between the experimental and control classes were relatively equal, with all indicators falling within the 12–13 range. This indicates a balanced initial condition. General weaknesses were not evident in any indicator. Text organization and vocabulary were weakest in the experimental class, reflecting problems developing paragraph structures and selecting appropriate diction. Students still struggled to construct coherent text structures and use varied vocabulary.

Low coherence and coherence scores in text structure also indicate a weak understanding of written language rules. Therefore, the average 10th-grade student at SMA Muhammadiyah 1 Unismuh Makassar, both in the control and experimental classes, still requires special treatment to develop their writing skills, particularly recount texts. Based on the pre-test results, the average score for all recount text writing skill indicators in the experimental and control classes was in the range of 12–13 points. These indicators include content, paragraph organization, vocabulary use, language structure, and cohesion (spelling and punctuation). This nearly identical range of scores indicates that the initial abilities of students in both groups were very comparable, and there were no significant differences before the different learning treatments were administered.

The pre-test results indicated that students' initial abilities in writing recount texts were still low to moderate, particularly in aspects of content, text structure, vocabulary, and grammar. Follow-up measures were taken to design appropriate learning interventions to improve these abilities. As a follow-up, the researcher developed a lesson plan using a Problem-Based Learning approach, which focused on:

1. Provide a scenario or contextual problem that stimulates students' personal experiences as writing material.
2. Guide students to analyze the problem and develop a recount text through group discussion and idea exploration.

3. Involve collaborative activities of gathering information, planning ideas, and drafting the writing.

Based on the pre-test results, students were grouped heterogeneously to complement each other in the PBL learning process. To overcome the limited understanding of recount structure, students were given examples of good recount texts, and the structure and linguistic elements were explored explicitly. Based on the post-test results obtained by students in the control class, the number of participants and ideal scores. The number of students who took the post-test was 25. The maximum ideal score was 100, and the minimum ideal score was 0. This shows that the scores were based on a full scale, providing full space for students to demonstrate their skills optimally. The empirical maximum score achieved by students was 86, and the minimum score was 65, resulting in a score range of 21 points. This indicates that there is variation in ability between students, but in a fairly narrow category, which indicates that the majority of students are in a relatively uniform performance range (quite homogeneous). The average score obtained was 69.92, which means that most students are at a moderate level of ability. Compared to the maximum score (100), students in the control class only achieved approximately 70% of the ideal total score, indicating adequate but not optimal results in recount text writing skills.

Variability of Scores (Dispersion), a variance of 17.33 and a standard deviation of 4.16, indicates that the spread of scores among students is not too wide, indicating that students' writing abilities in the control class are fairly even. The relatively small standard deviation value reinforces the indication that most students have achievement levels not too far from the average. Interpretation of the Quality of Conventional Learning. These results reflect that the conventional learning approach used in the control class has not been able to significantly improve students' writing skills, particularly in terms of idea exploration, recount text structure organization, varied vocabulary use, and other linguistic aspects. Students' abilities appear adequate, but they have not shown significant progress toward more critical and reflective writing skills. The initial conclusion is that the post-test results in the control class indicate that without the implementation of an innovative learning model such as Problem-Based Learning (PBL), students' writing skills improvement is still moderate and does not reflect full mastery of the recount text genre.

The results of the post-test of the recount text writing skills of class X students of SMA Muhammadiyah 1 Unismuh Makassar. Based on the data, it can be seen that the highest score is 86 and the lowest score is 65, so the average score for students' recount text writing skills is 69.92. The standard deviation of the data is 4.16.

Table 2. Posttest Score Analysis of Recount Text Writing Skills in Experimental Class

Statistics	Statistical Value
Sample Size (n)	25
Maximum ideal score	100
Minimum ideal score	0
Maximum empirical score	91
Minimum empirical score	78
Score range	13
Mean score	86,28
Variance	10,38
Standard Deviation	3.22

The post-test results of recount text writing skills in the experimental class. Based on the data, the highest score was 91 and the lowest score was 78, resulting in an average score of 86.28 for recount text writing skills. The standard deviation of the data was 3.22. The level of recount text writing skills of class X students of SMA Muhammadiyah 1 Unismuh Makassar after being given treatment is generally in the very high category of 4 students, the high category of 9 students, the medium category of 8 students, the low category of 2 students, and the very low category of 2 students. The post-test results for the experimental class students provided a more positive picture compared to the control class. The detailed explanation is as follows:

1. The number of students who took the post-test was 25. The ideal score range remained within the 0–100 range, allowing students full scope to demonstrate all aspects of their writing skills.
2. The highest (empirical) score achieved by students was 91, and the lowest score was 78, resulting in a score range of 13 points. This narrower range compared to the control class (21 points) indicates that students had more uniform and consistent abilities in writing recount texts after the treatment.
3. The average score was 86.28, meaning students achieved scores above 86% of the ideal score. This value reflects students' excellent writing skills after participating in the Problem-Based Learning (PBL) model. This average score also showed a significant improvement compared to the control class (average 69.92).
4. A variance of 10.38 and a standard deviation of 3.22 indicate that student scores are relatively homogeneous, with little deviation from the mean. The smaller standard deviation compared to the control class (4.16) reinforces the conclusion that the majority of students demonstrated consistent and stable writing performance in terms of text structure, content, and other linguistic aspects.

5. Interpretation of the Quality of Problem-Based Learning. These results indicate that the implementation of Problem-Based Learning is able to encourage students to be more active, think critically, and understand the structure and purpose of recount texts more deeply. Students' abilities improved not only in terms of text content and structure, but also in aspects of cohesion, use of relevant vocabulary, and the ability to convey experiences clearly and coherently.
6. Post-test scores in the experimental class confirmed that the problem-based learning model had a positive and significant impact on improving recount text writing skills. With a high average value and a close distribution of scores, it can be concluded that the implementation of Problem-Based Learning is effective in improving students' writing skills evenly and deeply. Improvements in the Experimental Class showed significant improvement in all indicators, with increases ranging from 5–6 points. The greatest improvement occurred in language structure and mechanics (punctuation, spelling, etc.), demonstrating the effectiveness of Problem-Based Learning in fostering awareness of sentence structure and language rules. In the Control Class, improvements were moderate (around 2 points per indicator). While there was improvement, these improvements were much lower than those in the experimental class.

The success of the Problem-Based Learning model in improving recount text writing skills is based on several principles: Activation of prior knowledge: PBL encourages students to connect previous knowledge with new experiences, creating more meaningful writing (Hmelo-Silver, 2017). Collaboration and reflection: PBL involves group work and discussion, which enhances critical thinking and evaluation skills for both one's own and others' writing. Independent learning: Students are trained to find solutions to problems through active exploration, rather than simply copying from teachers or textbooks (Lethulur et al., 2025).

The results of the inferential analysis show that there is a significant influence of the application of the Problem-Based Learning model on improving the recount text writing skills of class X students of SMA Muhammadiyah 1 Universitas Muhammadiyah Makassar. This is evidenced by the significance value ($p\text{-value}<0.05$) in the results of the t-test conducted on students' pre-test and post-test scores. Thus, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted, which means that the improvement that occurs is not merely a coincidence but a direct impact of the application of the model. The Problem-Based Learning model significantly encourages students to actively build knowledge through the process of problem identification, information exploration, group work, and preparation of solutions in the form of written text. This

process not only enriches students' learning experiences but also improves critical, reflective, and communicative thinking skills, which are very important in writing activities. In the context of recount text, students learn to reconstruct experiences systematically, adapt to the text structure, and communicate them effectively in written language.

Thus, it can be comprehensively concluded that the implementation of the Problem-Based Learning model is not only statistically effective but also pedagogically impacts students' writing skills. This model makes the writing process more meaningful and reflective, as students do not simply copy structures or complete assignments but actually experience the process of thinking, feeling, and representing experiences in writing. The Problem-Based Learning model helps students develop a deeper genre awareness by understanding the communicative purpose of recount texts, recognizing their functional structure, and using linguistic elements appropriately and contextually. Furthermore, this approach also encourages the development of cognitive skills through analysis, synthesis, and evaluation, as well as affective skills through collaboration, empathy, and intrinsic motivation to write with a clear purpose. Furthermore, the writing skills developed through PBL are not only useful for academic needs but are also relevant in real life, such as compiling activity reports, personal experiences, or daily reflections. This means that students not only become technically good writers, but also communicators who are able to express ideas and experiences well in writing. Problem-Based Learning is worth recommending as an alternative approach in teaching writing, especially for narrative texts such as recount texts, because it has been proven to be able to integrate mastery of text structure, improve the quality of written content, and grow students' learning motivation as a whole. The Problem-Based Learning model has been proven effective in improving all aspects of recount text writing skills. The increase in post-test scores in the experimental class indicates that students are better able to express ideas in a structured, logical manner, and in accordance with the characteristics of recount texts after the implementation of problem-based learning.

Discussion

This study examined the effect of the Problem-Based Learning (PBL) model on the recount text writing skills of tenth-grade students by dividing them into an experimental class taught with PBL and a control class taught using conventional methods, revealing that the experimental class achieved a much higher post-test average score (86.32) than the control class (69.60). The independent two-sample t-test showed a significance value of 0.000 ($p<0.05$), confirming a

statistically significant difference in writing performance between the two classes after the treatment. Overall, the findings demonstrate that PBL has a strong positive impact on students' recount text writing skills by promoting active learning, critical thinking, collaboration, and the ability to analyze, organize, and reconstruct events into coherent written form.

The effectiveness of PBL is supported by various previous studies. Farich et al., (2022) found that the PBL model significantly enhanced students' ability to write recount texts because it promotes exploration, discussion, and reflection before the writing process. Similar findings were reported by Hadi et al., (2025), who showed that the application of PBL improved English learning outcomes, particularly in oral and written recount materials, as students became more independent in understanding text structures and linguistic features. Furthermore, Chao et al., (2025) confirmed that PBL helped students improve their recount writing skills by providing opportunities to develop critical thinking, collaboration, and systematic organization of ideas.

Other studies also reinforce the positive impact of PBL on writing skills. Research by Karan et al. (2021) demonstrated that PBL not only improved students' problem-solving abilities but also their scientific writing skills, indicating its effectiveness across various educational contexts. Andargie et al., (2025) Also found that both PBL and project-based learning contributed to better narrative writing performance, showing that learning models involving real-world problem scenarios can improve students' writing competence. Additionally, studies in broader educational fields, such as Pinar et al. (2025), emphasized that PBL supports deeper learning by encouraging students to connect classroom content with real-life situations, which strengthens overall cognitive engagement and writing performance.

The results of this study indicate that the implementation of problem-based learning (PBL) has a positive impact on improving the recount text writing skills of 10th-grade students at SMA Muhammadiyah 1 Unismuh Makassar. The data revealed a significant difference between the experimental class using the PBL approach and the control class using conventional learning. Descriptively, students participating in the PBL approach achieved an average post-test score of 86.28, with a maximum score of 91 and a minimum of 78. Meanwhile, the control class only achieved an average of 69.92, with a maximum score of 86 and a minimum of 65. This difference was further confirmed by the results of the inferential test using the Mann-Whitney U test, which yielded a significance value of 0.001 (<0.05), indicating that the difference in scores was statistically significant.

These findings align with (Maftuh et al., 2023) perspective, which states that Problem-Based Learning is a learning approach that encourages students to build deeper understanding through the process of solving real and complex problems. Through Problem-Based Learning, students not only memorize concepts but also integrate and apply knowledge in contextual situations (Hatsanmuang et al., 2023). In the context of writing recount texts, this process trains students to think reflectively, organize experiences into a coherent narrative, and structure their writing effectively.

Furthermore, the Problem-Based Learning approach also provides more space for students to actively participate in learning. As explained by Tan, (2022), Problem-Based Learning helps students develop critical and creative thinking skills because they are challenged to explore various possible answers to the problems presented. In writing recount texts, students are required to reflect deeply on their experiences, identify important aspects of those experiences, and express these ideas through logical and communicative writing (Ellerton & Kelly, 2021).

From the perspective of Campbell's social constructivism theory, the learning process that occurs in Problem-Based Learning also reflects the principle of the zone of proximal development (ZPD), where students can achieve higher abilities with the help of teachers or peers. In writing lessons, particularly in the context of recount texts, this collaboration is crucial because students often need stimulation and input from their social environment to construct more meaningful and coherent narratives (Champbell et al., 2022). Empirical support for the success of the Problem-Based Learning approach in improving writing skills is also found in research by Huda et al. (2020). Their research emphasized that Problem-Based Learning can motivate students to learn independently and take responsibility for their learning outcomes. In the context of writing lessons, this motivation plays a significant role in increasing students' persistence in composing and revising their writing, which ultimately impacts the quality of the resulting text.

Furthermore, when linked to Bloom's revised taxonomy by (Andijaya et al., 2023), recount text writing skills fall at the "applying" and "analyzing" levels. At this level, students are expected to not only understand the events that occurred but also to package them in text with an appropriate structure, such as orientation, sequence of events, and reorientation. The Problem-Based Learning model has been proven to facilitate the achievement of these competencies because it requires students to critically process information and present it in a systematic written format. Therefore, based on quantitative data and support from theory and previous research, it can be concluded that

problem-based learning is an effective approach to improving recount text writing skills. Problem-Based Learning not only enriches students' learning experiences cognitively but also strengthens written communication skills through active, collaborative, and meaningful higher-order thinking processes.

The Problem-Based Learning (PBL) model encourages students to think critically, collaborate in solving problems, and construct their own knowledge through meaningful learning experiences. This model shifts learning from a teacher-centered approach to a student-centered one, where students actively engage in the learning process. In writing instruction, particularly in developing recount or narrative texts, students are not merely passive recipients of information but are guided to construct meaning based on real-life contexts. Activities such as planning content, discussing events, drafting collaboratively, and revising texts independently provide opportunities for deeper cognitive engagement. This aligns with findings by Rahman et al. (2025), who demonstrated that PBL enhances students' problem-solving abilities and scientific writing skills by immersing them in structured, iterative learning cycles.

Research in various educational contexts consistently supports the effectiveness of PBL in strengthening students' writing performance. Endriyanto et al. (2023) found that both Project-Based Learning and Problem-Based Learning significantly improved students' narrative writing skills because students were actively involved in examining examples, identifying problems, and developing solutions through writing. Similarly, Rivera & Villacis (2025) confirmed that learning activities oriented toward higher-order thinking—such as those embedded in PBL- improve students' procedural abilities and overall learning outcomes by prompting them to analyze, evaluate, and create based on real-world challenges. These findings highlight that PBL not only improves students' cognitive performance but also enhances their engagement and motivation.

Further support comes from studies that emphasize the broader instructional benefits of PBL. Song et al. (2025) found that Problem-Based Learning provides richer learning experiences compared to conventional or contextual approaches, particularly due to its emphasis on inquiry, collaboration, and active knowledge construction. Their comparative study showed that PBL nurtures students' critical thinking and conceptual understanding more effectively than traditional classroom instruction.

Through group discussions, students learn to express ideas, listen to their peers' perspectives, and formulate joint solutions to given contextual problems. This process not only

fosters collaboration but also fosters collective responsibility in producing meaningful written products. Sample text analysis activities provide concrete references regarding how the structure and linguistic elements of a recount text are effectively structured. Students no longer learn abstractly but are able to directly observe how a good text is constructed and adopt these principles in their own writing. This strengthens their procedural understanding of writing, rather than merely declarative.

Meanwhile, solving real-life scenarios provides a context that is familiar and relevant to students' personal experiences. When students are asked to write a recount text about a happy or sad experience, they not only reconstruct the event but also convey emotions, reflections, and personal values. This makes the writing process an authentic and expressive activity, rather than simply copying a structure or completing an assignment. Emotional engagement in this context means students truly "connect" with the topic they are writing about. Students are more motivated to express their feelings and thoughts because they feel the writing represents their personal experiences. Meanwhile, cognitive engagement emerges in the form of the ability to organize information, choose appropriate diction, use grammar according to recount rules, and structure ideas to be coherent and communicative. In other words, through the Problem-Based Learning strategy, writing is no longer perceived as an academic burden, but rather as a means of communication and self-expression. This is a crucial achievement in language learning because when students write with full awareness of the purpose and audience, the quality of their writing naturally improves. Meaningful, contextual problem-based learning has been shown to overcome students' boredom with writing lessons, which have been perceived as monotonous and mechanistic. Thus, Problem-Based Learning not only improves technical writing skills but also fosters positive attitudes toward writing itself. They become more confident, motivated, and open in expressing ideas through writing.

CONCLUSION

Based on the results of research conducted through the application of the Problem-Based Learning (PBL) model to recount writing in 10th-grade students at SMA Muhammadiyah 1 Unismuh Makassar, several conclusions were drawn. The initial recount writing skills of students in both groups (experimental and control) were relatively equal. This is evident from the pre-test results, which showed no significant difference in the average scores of the two groups. This

indicates that students' initial writing skills are still relatively low, and they have not demonstrated a good mastery of the structure and content of recount texts. The application of the Problem-Based Learning model had a significant positive impact on improving recount writing skills. After being exposed to the PBL learning model, students in the experimental group showed significant improvement in their post-test results compared to the control group, which underwent conventional learning. This demonstrates that the Problem-Based Learning model is able to encourage students to think critically, participate actively in the learning process, and construct knowledge both independently and collaboratively. The improvement in writing skills in the experimental group encompassed various important aspects of recount texts, including: appropriate text structure (orientation, events, and reorientation), use of past tense, relevant vocabulary, coherence between sentences, and systematic organization of ideas. Students became more capable of composing recount texts that adhere to linguistic rules and communicative contexts. The Problem-Based Learning (PBL) model has also been shown to increase student motivation and engagement in the learning process. Through contextual problem-solving scenarios, students feel challenged to write based on personal experiences and situations presented by the teacher. This creates a more meaningful learning environment and encourages the natural development of writing skills. Therefore, it can be concluded that the Problem-Based Learning model is effective in improving students' recount writing skills. The application of this model is recommended as an alternative, innovative writing learning strategy, particularly for improving the literacy skills of high school students.

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