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Article

THE IMPLEMENTATION OF PROBLEM-BASED LEARNING IN ENGLISH CLASSROOM

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Abstract

This research aims to determine the outcomes of Problem-Based Learning (PBL) in relation to the improvement of the students' learning outcomes and Problem- Based Learning impact on student behavior in a high school of Cirebon Regency. This research is classroom action research that provided by Problem Based Learning (PBL) as the learning approach. The population in this research is the grade XI students of class Science 4 which amounted 36 students. Data is obtained from the formative test results and observation sheet. The results showed that there was an increase in students' learning outcomes after using the problem-based learning.

Keywords: *Problem Based Learning, English Classroom, Classroom Action Research*

Sari

Penelitian ini bertujuan untuk mengetahui hasil dari Pembelajaran Berbasis Masalah (PBL) dalam kaitannya dengan peningkatan hasil belajar siswa dan dampak Pembelajaran Berbasis Masalah terhadap perilaku siswa di sebuah sekolah menengah atas di Kabupaten Cirebon. Penelitian ini merupakan penelitian tindakan kelas dengan menggunakan Problem Based Learning (PBL) sebagai pendekatan pembelajaran. Populasi dalam penelitian ini adalah siswa kelas XI IPA 4 yang berjumlah 36 siswa. Data diperoleh dari hasil tes formatif dan lembar observasi. Hasil penelitian

menunjukkan bahwa terdapat peningkatan hasil belajar siswa setelah menggunakan pembelajaran berbasis masalah.

Kata kunci*: Pembelajaran Berbasis Masalah, Kelas Bahasa Inggris, Penelitian Tindakan Kelas*

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Introduction

In the era of globalization, each country need a competent young generation for the country development. In order to increase the individual competence, education can be used as a long-term investment for our nation. Thus, it is essential for educational staff to create an effective learning models and sets of competencies that are important for Indonesian's students to achieve, especially in learning English. Based from the researcher's observation, some teachers tend to use traditional learning method in the teaching process which is less effective to use. In some cases, students tend to be less active in the classroom, they barely taking notes, asking or answering questions from their teacher. This is in line with student behavior that often appears in the teacher-centered learning method. Students tend to feel bored and find it difficult to focus on understanding the material being studied. The contribution of students in this method is too low, even if there are questions that occur, it usually come from the teacher alone without involving the students to express their opinion or questions regarding to the material. The Problem- Based Learning (PBL) model can be an option for this problem. PBL presents a real problem for students at the beginning of the learning process then it is then solved through investigation and applied using a problem-solving approach. In contrast to the teacher- centered model which does not involve the students in the learning process, PBL gives

students an opportunity to participate in the learning process. Students will be able to understand the concept of the material being studied and they will memorize it for a long- term. Students will understand the material independently through the activity of observing and analyzing a problem, asking questions related to the material, or working in small groups.

In the learning process, there is achievement that must be met by each student or what is commonly called by learning outcomes. According to Harden (2002), learning outcomes emphasizes a broad overview of what is expected of the student and identifies the key areas to be mastered. Besides changing students' responses and behavior, PBL is also considered to have succeeded in improving students' learning outcomes. PBL exposes students to a problem to be solved or conceptually solved so that students will be more engaged and involved in the learning process.

As come to this day, there are only few studies of PBL methods in English courses, we often find it in other subjects but in fact, most of the research goals were intended to find out the learning outcomes of their students by using PBL. So it means that, PBL study is focused on the learning outcomes such as acquiring knowledge, information, and skills, or experiencing positive development and communicating skill. Behold from the other studies or subjects, e.g., mathematics learning outcomes (Mulyanto et al., 2018), improving students' learning outcomes (Qomariyah, 2019), and problem based learning versus lecture based learning (Imran et al., 2015). PBL implementation was not focusing on the knowledge development only but also the students' language competence, collaborative learning, critical thinking skills, and active learning. In PBL method, the process is as important as the learning outcomes so that's why the teacher often take a lead as a facilitator for the students. The teacher may create groups of the student for the problem solving. activities and schedules the presentation then by the end of the activities, teacher will give them the evaluation.

The performance of a teacher in mastering and explaining the material, and the ability to manage a class will be improved by using the Problem Based Learning (PBL) model. Therefore, PBL is a great option to improve students' learning outcomes,

especially in English classroom which really require the teacher's skills to attract their students' attention to involve themselves in the learning process.

Methods

This research used Classroom Action Research (CAR) as the research design with a qualitative approach. Each term in Classroom Action Research (CAR) has its own meaning which can be explained. Classroom is a group consisted students who studied at the same time in class. Action refers to the implementation of an activity that meant to be done for specific reasons or purposes. Research is an activity conducted to investigate, observe, and identify an object using proper techniques ad norms of a certain method to collect relevant data which can be used to enhance the quality of the object researched. Clark et al., (2020) assert that action research is an approach to educational research that is commonly used by educational practitioners and professionals to examine, and ultimately improve, their pedagogy and practice. In connection with that, Allwright and Bailey (1991: 2) mention that classroom action research was a classroom research centered, and it has tried to investigate what actually happens inside the classroom, it treats class interaction as the only object worthy of the investigation.

The data collection for this research was using observation sheet and formative tests to find out the differences between the two cycles of the research process. The researcher used the observation before and after the treatment in order to compare students' learning output by using PBL method in two cycles of the research.

Results and Discussion

PBL Influence on Student Behavior

Based on the results of the researcher's observations in the experimental class, reports on the results of observations on learning that have taken place is considered to have a satisfactory results. This can be proven from student activities during learning using the Problem-Based Learning method and after taking tests related to the material being studied. Learning with the PBL model has attracted students' attention to better understand the material contextually because it provides real problems as a means for

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students to develop their ability to think critically and also improve collaboration skills with peers. Students find it easier to learn, compile, and make formal invitation letters individually and also in collaborative learning with their group mates.

The percentage of each aspect of the finding is divided into several results. 36 students have listened to the learning objectives conveyed by the teacher. There are 32 students who pay attention to the instructions and explanations related to formal invitation letter. Then, 36 students listen to instructions given by the teacher regarding tasks or problems that must be solved. 22 students have listen to the information provided by the teacher related to the things that must be done in solving problems. 36 students have divided into several groups. There are 31 students who have discuss with their own group members to determine the elements of formal invitation letter given to each group. 36 students have observed each element in the invitation letter according to the criteria explained by the teacher. 31 students with their groups conclude the elements of the invitation letter along with the contents of the letter itself. Besides, 30 students have also developed the things that have been observed from the formal invitation letter. As a results of the activities, representatives from 36 students have presented the results of observation related to formal invitation letters to share their knowledge with the other groups. And there are 31 students who completed the test with reached the standard of mastery learning.

Based on the assessment of the results of observations during the learning process, student activity in learning formal invitation letters have reached 90% as the average percentage value. In addition, student enthusiasm can also be seen during the learning process, and most of them have contributed to observing, understanding, presenting, and compiling formal invitation letters for both individual and group activities.

Student Test Result

Based on the data that has been obtained from the learning process for the following two cycles, the results of the student's ability test data in the initial test and the final test are presented. The finding here is the explanation of the results of the

ability tests of 36 students in the experimental class for two cycles. The average value of the pre- test was 84.72 and for the post test was 93.89. In both cycles, the highest score was the same, it has reached 100. However, the lowest score in the first cycle was 60, while for the final cycle was 70.

In this study, the authors used an instrument in the form of a multiple-choice test for classroom action research which was carried out on learning before being given treatment and after being given treatment by applying the Problem-Based Learning model. Implementation of the test aims to determine the effectiveness of the PBL model on student learning outcomes and the development of student behavior in English class. The results of the analysis of the two research cycles that have been carried out.

The percentage of classical mastery learning in the first-cycle can be seen in the following diagram:

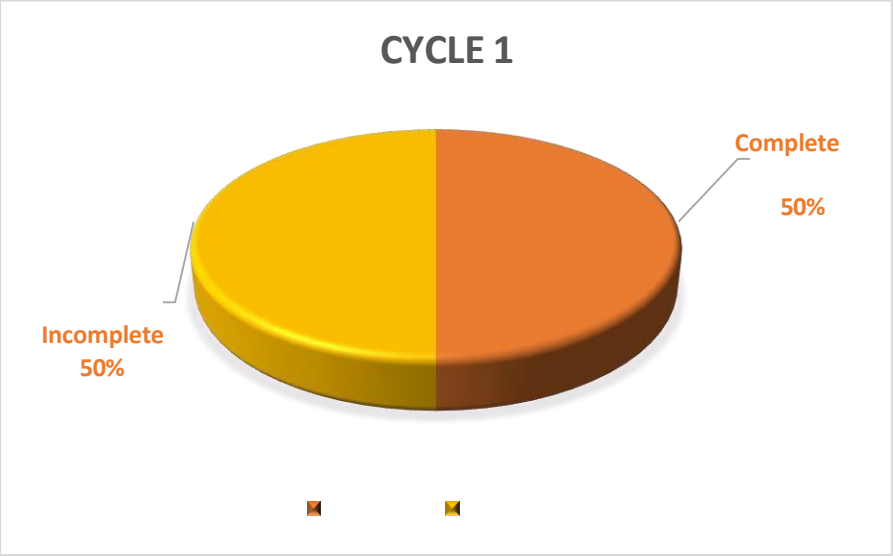

Figure 1 Diagram of classical learning mastery cycle 1

Based on the picture of the classical mastery learning diagram in the first cycle, it cannot be categorized as a good result because it is seen that the results are not in accordance with the established learning mastery standards, which supposed to reach ≥ 70%. Out of the 36 students, only 50%, or around 18 students have completed or achieved the KKM score. In the first cycle, the Problem Based Learning (PBL) learning

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model has not been implemented and tends to use the discovery learning model, scientific approaches, and discussions.

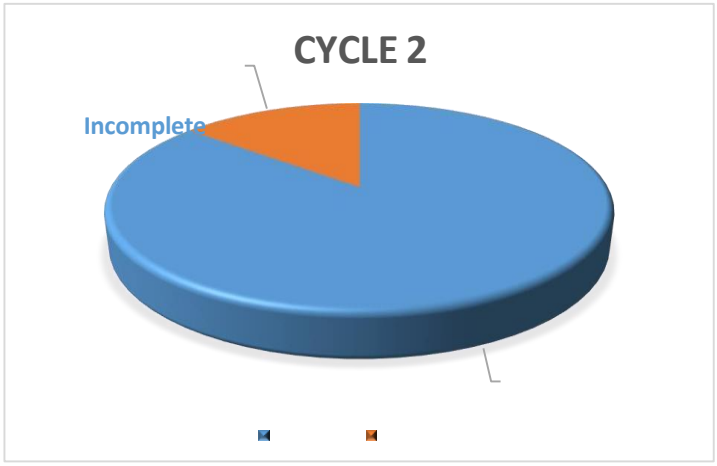

Figure 2 Diagram of classical learning mastery cycle 2

Based on the diagrams in the second-cycle, it can be seen that the number of students who have achieved indicators of learning success has increased. There 86% of students or 31 students that have completed the mastery learning. In cycle 2 learning and teaching activities were carried out using the Problem Based Learning (PBL) model. Students' understanding of official invitation letter material has increased after learning with the Problem Based Learning (PBL) model. This is evidenced by more students who have understood the structure of the text of the formal invitation letter really well. In addition, there were fewer students who answered questions related to the structure of the text or the details of formal invitation letter incorrectly.

The second-cycle has shown a significant increase in student's learning outcomes. The result showed that after receiving the learning treatment using the PBL model, the students' classical mastery learning has improved. We can take a look at the data from the results of formative test to compare the students' learning outcomes before and after the treatment which is the implementation of Problem Based Learning (PBL).

The results of achieving the target of classical mastery learning can be seen in the following table:

Parameter	Cycles	
	Cycle 1	Cycle 2
Score amount	3.050	3.380
Mean	84,72	93,89
Highest score	100	100
Lowest score	60	70
Students who completed	18	31
Students who didn't completed	18	5
Completed percentage	50%	86%
Classical mastery learning	Incomplete	Complete

Table 1.

From the table 1, it can be seen that the average of student's score from cycle 1 to cycle 2 has increased. Students who have completed the mastery learning has also increased rapidly in the second-cycle. Based on the results of the research above, in the first cycle, there were only 18 students who successfully completed to understand the material of formal invitation letter.

The researcher has also determined the standard for classical mastery learning is around ≥ 70%. In the second-cycle, there was an increase in the number of students who had completed on understanding the material, it consists of 31 students. Then, out of 36 students, there was only 1 student who answered 3 questions incorrectly and 4 students who answered 2 questions incorrectly. The percentage of students who have completed has increased by 36% and the total who have completed is 86%. In this case, the second-cycle has reached the standard of classical mastery learning that has been set for this study, if out of the 36 students have completed the classical mastery learning reaches ≥ 70%.

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Conclusion & Recommendation

This research was conducted to determine the effect and impact of using Problem-Based Learning (PBL) in English classes as an effective and interactive learning method for students. The data that has been successfully obtained through observation sheets and tests have been examined by the researcher, indicating that PBL has been influential in improving teachers' performance for providing material and helping the students to achieve their learning goals. In addition, PBL has succeeded in changing the attitude of students who tend to be passive in the lecturing method to become more active and engaged in understanding the material individually or in collaboration.

Problem-Based Learning, which previously focused on medical classes, has now been proven that the implementation of PBL in English class has showed satisfactory results for the learning process. Besides the change of students' behavior, PBL has also been successful in helping students to achieve mastery of learning outcomes. Test results for two cycles have shown an increase in student learning outcomes from average of 84.72 to 93.89. Compared before being given the treatment, the completeness of student learning outcomes have been declared fulfilled after using the PBL method. The set standard of completeness is ≥ 70%, the experimental class has succeeded in achieving percentage of 86% after being given treatment.

In conclusion, Problem-Based Learning (PBL) has become an effective learning method even though it is not applied to medical practice classes but this method has also been successful in supporting learning activities in English classes by providing real problems for students to analyze in depth through individual activities as well as a group.

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Conflict of Interest

Potential conflict of interest, if any, should be reported here during data collection.

About Author

Amanda Asti Raihannida is an undergraduate student of Universitas Swadaya Gunung Jati, Indonesia. Her research interests are EFL teaching, students' self-regulated learning, digital literacy, assessment literacy, and teacher feedback. She has translated academic documents. Then, she currently focuses on her final project. She can be contacted at amandaastir@gmail.com.

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