

**THE IMPLEMENTATION OF PROBLEM BASED
LEARNING MODELS IN TEACHING ENGLISH
MATERIAL**

SKRIPSI



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LEGITIMATION

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CHAPTER I

INTRODUCTION

A. Background of the Study

Since English has been the gateway in globalization era, people are forced to have to be able to use English. In Indonesia, English has been a main subject for students in the school level. From elementary until senior high school students learn English as a must in their lessons list.

We know that the main function of language is as a means of communication. Related to that statement we have to know that English can be divided into two types based on the process, active skills (speaking and writing) and passive skills (reading and listening). From the division and the function of language we can say that speaking and writing (active skills) is more important than reading and listening (passive skills) in order to fulfill the function of the language itself. In Indonesia, students are only get the passive skills from their teacher while the active skills they get is only writing so students in Indonesia can understand the English but they cannot use English as a language.

In order to make students able to use English as a language and use it properly based on the function, active skill (speaking) is needed to be taught. In teaching speaking we can use various fun and effective methods and techniques to attract students' interest.

Students in Indonesia are used to be in passive condition. This condition is the same as what the writer has been experienced in MTs Al-Falah Cangaan.

So it is important to guide them and show them how to use the language in some condition or situation.

B. Statement of the Problem

Based on the background above, the research question/s of this research is formulated as follows:

1. How is the process of teaching speaking skill using problem based learning at MTs Al-Falah Cangaan?
2. What are the problems faced by the students in learning speaking using problem based learning?

C. Objectives of the Study

The objectives of this Study are:

1. To describe the process of teaching speaking using problem based learning at MTs Al-Falah Cangaan
2. To find out the problems faced by the students in learning speaking using Problem Based Learning at MTs Al-Falah Cangaan.

D. Significance of the Study

This study has some uses as follows:

Theoretical

- The result of the research used to confirm the previous theory about using Problem Based Learning in improving students speaking ability.

Practical

- The result of the research used as a tool that help English teacher or English students in order to learn English in effective and proper way.
- The result of the research will be used as an information for the reader about the eminences of Problem Based Learning in improving students speaking ability.

E. Definition of Terms

Some definitions of term use in this research are stated as follows:

PBL is a teaching method in which complex realworld problems are used as the vehicle to promote student learning of concepts. PBL can promote the development of critical thinking skills,problem-solving abiities,and communication skills. It can also provide opprtunities for working in groups,finding and evaluatiing research materials,and life-long learning. (Duch et al,2001)

PBL can be incorporated into any learning situation. In the strictest definition of PBL, the approach is used over the entire semester as the primary method of teaching. PBL can also be used to create assesment items. The main thread connecting these various uses the real-world problem

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Problem Based Learning In Language Education

The arguments presented by Baden (2000) allow for distinctions to be made between PBL and Problem-solving learning as two separate approaches, with the latter being less student-centered than the former. This can be said to be so as students are required to find solutions that are already expected, basing them upon provided information. Consequently, this predictability in the formation of answers lends itself to the notion that problem-solving learning is not optimally student-centered, and is less effective in encouraging students to engage in wide.

PBL is innovative in its potential to cultivate multiple areas of student ability, including content, language learning, cognitive, and social development. Despite the advantages, one of the chief causes leading to the failure of its implementation in language classroom is the difficulty lecturers find in generating plausible contexts from which to base question on. The lack of adequate knowledge on the learning process associated with PBL itself further compounds the difficulty of its implementation. In light of the vast potential of PBL, and the challenges it faces, this paper aims to provide insights into the test of its application in teacher education involving ESL student teachers. (Baden, 2000)

2. Problem based Learning Process

Language classroom focuses on both linguistic skills and technical skills (Neville 2007). However, the language aspect is still the main emphasis (Wood, 2006; Wood 2004; van Kleef & Perkins, 2000). According to Neville & Britt (2007), a traditional ased classroom uses problems as an evaluation measure; whereas, in a PBL classoblems are used as the tools to develop problem-solving schemata. Furthermore, ages students in learning how-to-learn while they also learn language and content s-Aydinli, 2007). 1 shows a conceptual framework of how PBL works in a language classroom d from Wee, 2004 and Tan, 2003). Firstly , an ill-structured real-life problem is d to students as trigger. Then, students who have formed themselves into groups ct as stakeholders who own the problem. Teachers just act as facilitators who present em and guide the whole process of problem-solving. Answers should not be given ts. Therefore, within a self-directed and collaborative learning environment, students r own learning in order to solve the problem. They generate working ideas or possible , identify available information related to the problem and learning issues, identify s, assign tasks to various group members, gather and share information within the and finally choose the most viable solution before they present it to the class ah Hayati Abdullah, 1998; Mathews-Aydinli, 2007; Torp & Sage, 2002).

This problem-solving process allows students to construct new knowledge with deeper unerstanding and better retention of knowledge (Moore et al. 1994; Norman & Schmidt, 992). Besides, this process helps to develop skills including self-directed learning skills, roblem-solving skills, learning-to-learn skills, teamwork skills, management skills and nguage skills (Norman & Schmidt, 1992; Tan, 2003; Uden & Beaumont, 2006). As illusated by Mardziah Hayati Abdullah (1998, 2008), language learners are placed in a realorld situation where they need

to use the target language to obtain information, communicate information through speech and writing, express and negotiate opinions, and finally present their solution in the forms of a written report and an oral presentation. Besides having extensive opportunities to use the language for reading, listening, writing and speaking, they also develop vocabulary and grammar through the PBL process. In short, they tend to construct an understanding of the target language as it is used in a real-world context (Mardziah ayati Abdullah, 1998). Studies show that PBL has had positive impact in medical, engineering and mathematics classrooms that were using English as a medium of instruction. For instance, Dehkordi & Eydarnajad (2008) in their study showed that Nursing students attained higher knowledge levels through PBL than through the traditional lecture method. They showed more positive attitudes and higher learning motivation in a problem-based learning environment. A survey conducted by Edarian et al. (2001) on UKM medical undergraduates showed that using PBL in English classes improved students' mastery of English. Similarly, a study carried out by Abdul Kader (2004) on Law students found that PBL had a significant positive impact on communication skills.

B. Review of Related Study

1. Strengths and Weaknesses of Problem Based Learning

In its implementation, PBL must have advantages and disadvantages. The following are the advantages and disadvantages of PBL.

1. Advantages of Problem Based Learning

- a. Students are encouraged to have the ability to solve problems in real situations

- b. Students have the ability to build their own knowledge through learning activities
- c. Learning focuses on problems so that material that is not related is not necessary when it is studied by students. This reduces the burden on students by memorizing or storing information
- d. Scientific activity occurs in students through group work
- e. Students are accustomed to using sources of knowledge both from the library, the internet, interviews and observations
- f. Students have the ability to assess their own learning progress
- g. Students have the ability to carry out scientific communication in discussions or presentations of the results of their work
- h. Individual student learning difficulties can be overcome through group work in the form of peer teaching.

2. Lack of Problem Based Learning

- a. PBL cannot be applied to every subject matter, there is a part of the teacher playing an active role in presenting the material. PBL is more suitable for learning that requires certain abilities related to problem solving.
- b. In a class that has a high level of diversity of students there will be difficulties in the distribution of tasks.
- c. PBL is less suitable to be applied in primary schools because of the problem of the ability to work in groups. PBL is suitable for college students or at least secondary school.

d. PBL usually requires a significant amount of time, so it is feared that it will not be able to reach all the expected content even though PBL focuses on issues rather than material content.

e. Requires the ability of teachers who are able to encourage student work in groups effectively, meaning that teachers must have the ability to motivate students well.

f. Sometimes the required resources are not completely available.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This research adopted PBL model applied in Science courses in the Republic Polytechnic in Singapore. This model was chosen because it is felt that the model is well structured, closely follows the principles of PBL and can be easily adapted to be used in TESL classrooms. Yew and Kwek (2010) affirm that the Republic Polytechnic is gaining recognition because of successful implementation of problem based learning. In the Republic Polytechnic, one whole day is allocated to solve a problem. This involves five sessions altogether in which three sessions are used to meet the facilitator and are alternated by two sessions of self-directed learning. However, this unique one problem one day approach is unfeasible in the consideration of its application in TESL classrooms in Malaysian Universities since TESL students learn different courses in a day. Thus, the five sessions were distributed equally to the five periods of one hour, which amounted to a total of around two weeks to completely solve the problem.

B. Research Site and Participants of the Study

In this study, the researcher took the study sites in MTs Al-Falah Cangaan that is located at Cangaan Village, Bojonegoro. The place of research is chosen because the school still uses the curriculum of K-13 which appropriate with the curriculum in this research The implementation of research will took place on There will be three meetings and each meeting will be observed by the researcher. The subjects in this study were students of class IX of MTs Al-Falah Cangaan. The number of students who have received the application of learning models

Problem-Based Learning (making advertisement) is 17 students. The subject of the research is chosen because the eight grade students have adequate ability and comprehension to receive the material of short functional text based on the curriculum of K - 13. In this study, the researcher will use some instruments to support the qualitative data, namely field note, observation sheet, students' speaking transcription, and interview. These following instruments would be explained as follows.

C. Data Source

Field note is a kind of instrument which is usually used in qualitative research. This type of instrument is like a transcribed note that describes all of data collection during observation. The data collection contains the idea thought, activity, question, etc. Actually, in writing field note, the observer should describe the event in the observation as soon as possible. The details of event in the observation are the content of field note. It is generally used to record the data based on the reality in the field. There are two part of field note, that are descriptive and reflective (Santyarini and Susanto, 2014). In the observation, the researcher directly makes a note on the paper to record all the activities in the class. The field note contains the students and teacher's activity in detailed information. The content of field note will describe the whole process of teaching and learning process, including the activity in the beginning until the end of teaching and learning activity. The activity which is recorded in the field note, such as: greeting, opening the lesson, explaining, discussing, questioning, presenting, closing, etc. All of the activity should be written in detail to depict the entire of teaching and learning process.

Observation sheet is one of instruments that usually used in qualitative research to record the data. According to Clerck et al (2011), writing observation sheet involves detailed and concrete observation. It means the observation sheet showed what happened actually in the classroom. It will conclude objective observation made by the researcher which has been gained from the information acquired through conversation among the subject of research. Besides, it also include the general information of teacher and students' activity in the class. In this observation, pencil and pen are helpful to record their observation. At home, the researcher should transform their short-hand note into detailed description on the computer as quick as possible. Finally, the observation sheet will be used by the researcher as the one of sources to analyze the data of the study. Davidson (2009) stated the transcription is the recording of the speech which its shaped has been transcribed into exploration of written form. In connection with research, this educational research aims to provide an instrument to depict the students' speaking result in the reflexive document that is written as clear as possible named transcription of speech. It will illustrate enough detailed information from students' ability, especially speaking ability. This kind of instrument allows more exploration to analyze the data of the study that can be described from the feature of speaking performance in the classroom.

D. Techniques of Collecting the Data

A qualitative research concerns with the use of interview. Based on the statement from Brenner (2006) stated that interview is a kind of instruments which intend to obtain information from the informants in oral form based on their own term and meaning towards their own lives, experiences, and cognitive process. In other

words, it is designed to give the informants chance to express meaning in their own words as the verbal data for the researcher. Since the researcher and the informant are engaged in ongoing process, the interview is called the interactional relationship. In constructing the interview of study, it should involve some numerous decisions, that are beginning with the structure of interview, the type of questions, the range of topics, and the techniques for obtaining the depth of response that is available during interviewing process.

The difference between field note and observation is the field note draws more detailed information than the observation sheet. Here they are the interview questions, there are seven questions in interview session, such as: 1) What do you think about speaking activity in the class? 2) How do you think about this kind of learning method? 3) What do you think about the method that applied by the teacher? Does it motivate you to learn English? 4) What difficulties have you found in speaking class? 5) What is the most interesting section in learning English with Problem Based learning? 6) What is the positive impact that you feel from the implementation of Problem Based learning? 7) Do you think that PBL help you to speak up in the class? Do you like the way of teaching method?

The researcher will conduct the interview with these seven questions to know how the students' responses towards Problem-Based Learning during the speaking activity in the IX class of MTs Al-Falah Cangaan. Those seven questions will lead them to express their opinion and feeling about the implementation of Problem Based Learning that will be experienced. Besides, the researcher prepares the questions to know the students' interest and the most interesting part in Problem Based Learning. The interview is also held to know how this method becomes successful in encouraging the students' willingness of studying English. In this study, the researcher have set up a schedule for achieving the purpose

research, namely on 25 July up to 1 of August 2019. Approximately it will take for about three weeks in preparation for collection of data of the study, in which there are three meetings each week. According to the plan, in the first meeting, the teacher will explain in detail of advertisement materials so that students can learn more about the material. At this meeting, the researcher starts to observe the subject of study. For the second and the third meeting, the teacher gathered data from the student problem and speaking activity in class and the researcher collect the interviews so that the data are the form of teaching and learning process and the students' speaking result. Moreover, another data that will be obtained by the observer are in the form of students' opinion and feeling. In addition, there are several considerations to collect data. The researcher should rationally choose a particular instrument. Appropriate instrument in research design is important for the data collection. Actually, the instrument must be related to the type of research. In this study, the researcher also used field notes to obtain the learning process and the student performance during the observation.

E. Techniques of Analyzing the Data

After collecting all the data, the researcher will analyze the data qualitatively. It is described briefly as follows:

1. This study identifies the data obtained from the observation sheet, field notes, the problem (advertisement), the participation of the students' speaking (students' spoken language) and interview.
2. Data from field notes and observation sheet will be defined and explained descriptively by the researcher in the classroom after the teaching and learning

activities. The field note and observation sheet will be analyzed to describe the implementation of Problem-Based Learning in Class IX

3. The researcher analyzed the results of student problem (such as advertisement) and spoken language (students' spoken transcription) during the learning process implemented. Before analyzing the results of students' speaking abilities, researcher should pay attention to some aspects that are important in the content conversational skills generally, such as content, vocabulary, fluency, pronunciation, and grammar. The students' speaking transcription would be analyzed to describe the students' ability through their speaking result. The researcher will write descriptively the whole components of speaking that the learner achieved in chapter 4.

4. The data obtained from the interview will be analyzed by a variety of students who expressed their opinions and feeling on the implementation of the Learning Problem Based Learning. This interview will be examined the response of the students toward the implementation of Problem Based Learning. The researcher will describe the result of interview questions by analyzing each questions and answers and stating them generally.

5. Researcher interprets the results of a qualitative analysis based on the nature of classroom descriptive qualitative research design.

6. Finally, researcher makes inferences about teaching learning process as the objective of research to describe the teaching spoken advertisement to the students of class IX of MTs Al-Falah Cangaan using the Problem Based Learning.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

In this chapter, the researcher presents the data description, research finding and discussion. It reports the findings and results of the data collection and data analysis. Detailed description of the results obtained from this study is presented.

A. Data Description

The researcher described the data which had been gotten from some kinds of the data collection technique. Concerning how the teacher.

Problem Based Learning Syntax (Problem Based Learning) According to Fibrayir (2012), various problem-based learning developers have shown the characteristics of problem-based teaching as follows.

1. Submitting a problem or question Problem-based teaching is not just organizing certain academic principles or skills, problem-based learning organizes teaching around questions and problems that are both socially important and personally meaningful to students. They are confronted with authentic, real-life situations, avoiding answers simple, and allows a variety of solutions to the situation. According to Arends (in Abbas, 2000: 13), questions and problems raised must meet the following criteria
 - a. Authentic. That is the problem must be rooted more in the real world lives of students than rooted in the principles of certain scientific disciplines.

b. Clear. Namely the problem is clearly formulated, in the sense of not causing new problems for students which ultimately complicates student resolution.

c. Easy to understand. Namely the problem given should be easy for students to understand. In addition the problem is arranged and made according to the level of student development.

d. Broad and in accordance with learning objectives. Namely the problem that is compiled and formulated should be broad, meaning that the problem covers all subject matter to be taught in accordance with the time, space and resources available. In addition, the problems that have been prepared must be based on the stated learning objectives.

e. Helpful. Namely the problems that have been arranged and formulated must be useful, both students as problem solvers and teachers as problem makers. A useful problem is a problem that can improve the ability to think solve student problems, and arouse student motivation.

2. Focusing on interdisciplinary linkages Although problem-based teaching may be centered on certain subjects (Natural Sciences, Mathematics, Social Sciences), the problem to be investigated has been chosen that is really real so that in its solution students review the problem from many subjects .

3. Authentic inquiry Problem-based teaching students conduct authentic investigations to find real solutions to real problems. They must analyze and define problems, develop hypotheses and make predictions, gather and analyze information, conduct experiments (if needed), make inferences and form conclusions. The method of investigation used depends on the problem being studied.

4. Producing a product / work and exhibiting it Problem-based teaching requires students to produce certain products in the form of real work or artifacts and demonstrations that explain or represent the form of problem solving they find. The product can be in the form of a transcript of debates, reports, physical models, videos or computer programs. Problem-based teaching is characterized by students working with each other (most often in pairs or in small groups). Working together provides motivation to sustainably engage in complex tasks and expand opportunities to share inquiry and dialogue and to develop social skills and thinking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, present the conclusion and suggestion of the research.

A. Conclusions

1. Problem Based Learning (problem based learning) is a learning model that involves students to actively learn to solve a problem through stages of scientific methods so that students can learn knowledge related to the problem and at the same time have the skills to solve problems.
2. The advantages of problem-based learning for students, including: being encouraged to have the ability to solve problems, build their own knowledge, focus on problems, scientific activities, are accustomed to using varied sources of knowledge, have scientific communication skills, and peer teaching to overcome student learning difficulties independently. While the lack of problem-based learning, including: more suitable for learning related to problem solving, difficulties in the distribution of tasks in class with high diversity of students, less suitable for elementary school students, requires a lot of time, requires the ability of teachers to encourage student work, and learning resources are sometimes not completely available.
3. The learning steps (syntax) of the problem-based learning model in the 2013 curriculum consist of five phases, namely: observing, asking, reasoning, associating, and communicating.
4. Design learning of Mathematics and Natural Sciences subjects by applying the problem-based learning model to follow in sequence of five phases, namely:

- (a) Phase 1: observing, that is, orienting students to a problem, (b) Phase 2: asking,
5. namely by raising questions from students, (c) Phase 3: Reasoning, namely: students collecting data from varied learning sources and can be strengthened by practice to obtain data, (d) Phase 4: Associating, namely: students formulate answers to problematic problems faced, and (e) Phase 5 communicating, namely presenting the formulation of the results of critical thinking based on data in solving problems.

B. Suggestions

1. Schools are expected to be able to enrich learning models with a student centered learning approach and a British approach to improve the quality of learning and superior graduates. With the variety of learning models implemented by schools, it is hoped that the dynamics of student learning are more pronounced and can grow a culture of learning in schools.
2. Teachers are expected to be able to apply a varied learning model with a student-centered and scientific approach appropriately in accordance with the basic competencies learned so that students' interest in learning is high and to obtain maximum learning outcomes in developing all the potential of students. One model of learning that can be applied in learning activities in English subjects is problem-based learning that is believed to improve the quality of learning in the classroom.
3. For prospective supervisor students are expected to have broad insights about effective learning models to improve the quality of learning, including the implementation of problem-based learning in English subjects.

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