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INCREASING ENGLISH LEARNING OUTCOMES THROUGH PROBLEM-BASED LEARNING (PBL) MODEL

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ABSTRACT

This research aims to describe improving student learning outcomes in English subjects using a problem-based learning model in procedural text material. This type of research is classroom action research using Kurt Lewin's model. This research is located at MTsS PTP-VI Berangir, North Labuhanbatu Regency, North Sumatra Province. The subjects in this research were all 28 students of class IX-D. This research was carried out within one month, in August, the odd semester of the 2022-2023 school year. The data analysis technique used in this research is descriptive quantitative with the narrative test of learning outcomes with a frequency distribution table. Data collection tools in this research are observation and learning outcomes tests. This research procedure was carried out in cycles, cycles I and II, which consisted of planning, implementation, observation, and reflection. The research results show that the completeness of student learning outcomes in the first cycle is 75.00%, students who achieve completeness are 21 students, while those who have not achieved completeness are seven. Furthermore, in Cycle II, the percentage of students who complete learning outcomes increased by 92.86%. Students who achieved completeness were 26 students, while those who had not achieved completeness were two students.

Keywords: *Learning Outcomes, English, Learning Model, Problem-Based Learning.*

INTRODUCTION

It is believed that English as one of the subjects in school plays an important role in preparing students to become qualified because English is a way to examine things logically, critically, rationally, and systematically and to train students' problem-solving skills so that they can develop their potential and resources. Resources they have (Saidi, 2022). As an international language, English plays an important function. In addition to functioning as a communication tool, language is used to master technology, whose evolution requires us to gain a deeper understanding (Rohman, 2020).

Teachers try to set up structures and procedures in the classroom that facilitate and encourage student learning. One definition of teaching is the practice of creating a conducive learning environment by managing resources and building

meaningful relationships with students (Murniyati, 2017). Teaching success requires a more appropriate approach or learning model. This is very useful for getting the desired result. Therefore, teachers must be able to choose from several learning models following the subject matter to be taught. Teachers struggle to erase the monotonous image of teaching (Pamungkas et al., 2018). The learning model can be used to increase students' comfort in learning and improve their critical thinking skills. To succeed in the 21st century, students must be able to apply critical thinking in problem-solving (Pramana et al., 2020).

The problem-based learning model is a learning paradigm that uses real-world problems as content or teaching materials so that students can gain knowledge by learning to solve problems critically and competently (Sudarmika, 2021). Problem-based learning is the application of intelligence from within a group of people or the surrounding environment to solve meaningful, relevant, and contextual problems. Problem-based learning is a set of instructional models emphasizing problem-solving skills, materials, and self-regulation development (Nurdyansyah & Fahyuni, 2016). Problem-based learning techniques emphasize autonomous learning through understanding the problem before collecting data (Tahrim et al., 2021).

This study aims to describe the improvement of student learning outcomes in English subjects by using a problem-based learning model in procedural text material. Several previous studies have been conducted, including research (Vera et al., 2021), (Nuarta, 2020), (Fitriyanti, 2021), (Supiningsih, 2017) and (Yusril, 2022). However, none of these five studies has explored a problem-based learning model, especially in the "Procedure Text" teaching material.

The phenomenon that occurs in learning English with the teaching material "Procedure Text" there are still some problems, including the lack of student motivation, the lack of vocabulary owned by the students, and teachers who teach English subjects rarely use learning media. Of course, these problems greatly affect student learning outcomes, especially in English lessons and teaching materials.

To overcome this, the author will apply a new learning model, namely the problem-based learning model. So with the application of the learning model,

student learning outcomes are improving and increasing. The research problem formulation is: (1) How does the problem-based learning model apply to learn English? and (2) how to improve students' English learning outcomes by applying the problem-based learning model.

MATERIALS AND METHOD

This type of research is classroom action research with Kurt Lewin's model, which consists of four steps in each cycle: planning, action, observation, and reflection (Ananda et al., 2015). This classroom action research described improving student learning outcomes in English subjects using a problem-based learning model. This research is located at PTP-VI Private Madrasah Tsanawiyah Berangir, North Labuhanbatu Regency, North Sumatra Province. The subjects in this research were all 28 students of class IX-D. This research was carried out within one month, in August, the odd semester of the 2022-2023 school year.

Data collection tools in this research are observation and learning outcomes tests (Rangkuti, 2014). This research procedure was carried out in cycles, cycles I and II, which consisted of planning, implementing, observing, and reflecting (Sugiyono, 2016). The data analysis technique used in this research is descriptive quantitative. Quantitative data was obtained from the observation of the implementation of the action. Then, it is analyzed by narrating the learning outcomes test using a frequency distribution table.

DISCUSSION AND RESULTS

Initial Conditions

This classroom action research was carried out considering that the condition of students in English subjects still had problems with the Procedure Text material. As a result, many student learning outcomes are still low and do not reach the KKM on the material. The results of the students' pretest before the application of the problem-based learning (PBL) model on the Procedure Text material can be seen in table 1 below:

Table 1. Student Pretest Results Before Using the Problem-Based Learning Model

Research Subject	KKM	Score	Completeness
Subject 1	84	86	Complete
Subject 2	84	81	Not Completed
Subject 3	84	90	Complete
Subject 4	84	75	Not Completed
Subject 5	84	77	Not Completed
Subject 6	84	82	Not Completed
Subject 7	84	84	Complete
Subject 8	84	87	Complete
Subject 9	84	85	Complete
Subject 10	84	70	Not Completed
Subject 11	84	89	Complete
Subject 12	84	91	Complete
Subject 13	84	88	Complete
Subject 14	84	83	Not Completed
Subject 15	84	80	Not Completed
Subject 16	84	81	Not Completed
Subject 17	84	82	Not Completed
Subject 18	84	84	Complete
Subject 19	84	89	Complete
Subject 20	84	86	Complete
Subject 21	84	72	Not Completed
Subject 22	84	75	Not Completed
Subject 23	84	88	Complete
Subject 24	84	83	Not Completed
Subject 25	84	80	Not Completed
Subject 26	84	79	Not Completed
Subject 27	84	79	Not Completed
Subject 28	84	81	Not Completed
Amount		2277	
Average		81,32	
Lowest Value		70	
The highest score		91	
Percentage		28,57 %	

Based on table 1 above, it can be seen that the results of the students' pretest before the application of the problem-based learning model were carried out. The percentage of complete learning is 28.57%. The lowest score in the pretest was 70. In contrast, the highest score was 91. The average score in the pretest was 81.32. Furthermore, after doing this pretest, the researcher continued the research to Cycle I.

Cycle I

In the first cycle, the teaching material was "procedure text," with a time allocation of 4 x 45 minutes. In addition, tests were also prepared to see student learning outcomes, student activity observation sheets, and teacher activity observation sheets. Therefore, an action plan is prepared in the learning implementation plan (RPP), which contains three activities: initial, core, and final.

The students' English learning outcomes in the first cycle were measured by providing an evaluation in the form of a multiple-choice test. There was an increase in student learning outcomes after the problem-based learning model was applied to the "procedure text" material. The learning outcomes obtained by students can be seen in the following table:

Table 2. Students' English Learning Outcomes in Cycle I

Research Subject	KKM	Score	Completeness
Subject 1	84	86	Complete
Subject 2	84	81	Not Completed
Subject 3	84	90	Complete
Subject 4	84	100	Complete
Subject 5	84	85	Complete
Subject 6	84	95	Complete
Subject 7	84	84	Complete
Subject 8	84	80	Not Completed
Subject 9	84	85	Complete
Subject 10	84	84	Complete
Subject 11	84	100	Complete
Subject 12	84	91	Complete
Subject 13	84	92	Complete
Subject 14	84	83	Not Completed
Subject 15	84	87	Complete

Subject 16	84	88	Complete
Subject 17	84	96	Complete
Subject 18	84	84	Complete
Subject 19	84	81	Not Completed
Subject 20	84	86	Complete
Subject 21	84	72	Not Completed
Subject 22	84	87	Complete
Subject 23	84	88	Complete
Subject 24	84	83	Not Completed
Subject 25	84	93	Complete
Subject 26	84	79	Not Completed
Subject 27	84	89	Complete
Subject 28	84	97	Complete
Amount		2446	
Average		87,36	
Lowest Value		72	
The highest score		100	
Percentage		75 %	

Based on table 2, it can be seen that the learning outcomes obtained by students have increased after the problem-based learning model was applied. Students who achieved completeness were 21 students, while students who had not achieved completeness were seven students. The highest score of students in the first cycle is 100, and the lowest score is 72. The percentage of complete student learning outcomes in the first cycle is 75 %, with an average value of 87.36. Based on the learning outcomes of the first cycle, the researchers continued the research in the second cycle with the same learning model in the first cycle.

Cycle II

In cycle II, the teaching material is the same as in cycle I, namely "procedure text," with a time allocation of 4 x 45 minutes. Therefore, an action plan is prepared in the learning implementation plan (RPP), which contains three activities: initial, core, and final. In addition, tests were also prepared to see student learning outcomes, student activity observation sheets, and teacher activity observation sheets.

The students' English learning outcomes in the second cycle were measured by providing an evaluation in the form of multiple-choice tests with a different character from the first cycle. There was a significant increase in student learning outcomes after implementing the same learning model as the first cycle, namely the problem-based learning model. The learning outcomes obtained by students in cycle II can be seen in the following table:

Table 3. Student's English Learning Outcomes in Cycle II

Research Subject	KKM	Score	Completeness
Subject 1	84	100	Complete
Subject 2	84	100	Complete
Subject 3	84	90	Complete
Subject 4	84	100	Complete
Subject 5	84	90	Complete
Subject 6	84	95	Complete
Subject 7	84	89	Complete
Subject 8	84	81	Not Completed
Subject 9	84	93	Complete
Subject 10	84	96	Complete
Subject 11	84	100	Complete
Subject 12	84	91	Complete
Subject 13	84	92	Complete
Subject 14	84	95	Complete
Subject 15	84	88	Complete
Subject 16	84	88	Complete
Subject 17	84	96	Complete
Subject 18	84	89	Complete
Subject 19	84	83	Not Completed
Subject 20	84	88	Complete
Subject 21	84	97	Complete
Subject 22	84	89	Complete
Subject 23	84	92	Complete
Subject 24	84	98	Complete
Subject 25	84	93	Complete
Subject 26	84	97	Complete
Subject 27	84	89	Complete
Subject 28	84	97	Complete
Amount		2596	

Average	92,71	
Lowest Value	81	
The highest score	100	
Percentage	92,86 %	

Table 3 shows that the learning outcomes obtained by students in cycle II experienced a significant increase compared to learning outcomes in cycle I. Students who achieved mastery were 26 students, while students who had not achieved mastery were two students. The highest score of students in the second cycle is 100, and the lowest score is 81. The percentage of students who complete learning outcomes in the first cycle is 92.86 %, with an average value of 92.71. Based on the learning outcomes in the second cycle, the researchers completed this research only up to the second cycle. This was done because the English subject teacher felt that the mastery achieved by the students was quite good.

Discussion

This classroom action research was conducted to find out how to improve student learning outcomes in English subjects using a problem-based learning model. As shown from the results of the study, the increase in student learning outcomes in the pretest before the implementation of the problem-based learning model, there are still many students who have not achieved mastery learning outcomes. In the first cycle, the percentage of student learning outcomes completeness is 75.00%. Students who achieve completeness are 21 students, while those who have not achieved completeness are seven students. In Cycle II, the percentage of completeness of student learning outcomes is 92.86%. Students who achieved completeness were 26 students, while those who have not achieved completeness were two students.

Each cycle of problem-based learning leads to a greater student understanding of the material, leading to better English learning outcomes (Damayanti, 2021). Learning that is built with a problem-based learning model is used with the following objectives: (1) mastery of cross-disciplinary knowledge content; (2) mastery of process skills and heuristic disciplines; (3) development of

problem-solving abilities; (4) collaborative capability development; and (5) general life skills development (Indarto, 2020). The observer fills in the observation sheet with his observations when the action is taken. The activities of students involved in the Problem Based Learning paradigm for learning English are recorded and analyzed (Indriani, 2022). Almost often, better results follow from the measures adopted. However, in practice, new examples appear in each cycle that was not detected in the previous cycle, so further improvements must be made to improve further learning activities (Hopiyana et al., 2021). Improving students' English learning outcomes has been seen as good in studies conducted during cycles I and II (Indrawati, 2021).

The results of the research described above, of course, are expected to impact other English subject teachers who also make learning innovations by applying problem-based learning models. Therefore, teachers must continue trying various models and other learning strategies to increase student motivation and learning outcomes.

CONCLUSION

This classroom action research shows that learning activities by applying the problem-based learning model can improve English learning outcomes in procedure text material for class IX-D MTsS PTP-VI Berangir, North Labuhanbatu Regency, North Sumatra Province. This can be seen from the percentage of completeness of student learning outcomes in the first cycle of 75.00%. Students who achieve completeness are 21 students, while those who have not achieved completeness are seven students. In Cycle II, the percentage of completeness of student learning outcomes increased by 92.86%. Students who achieved completeness were 26 students, while those who have not achieved completeness were two students.

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