



Implementation of Problem-Based Learning (PBL) in English Language Classrooms at an Islamic High School in Mataram

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<http://dx.doi.org/10.18415/ijmmu.v10i7.4787>

Abstract

This research aims to investigate the implementation of Problem-Based Learning in learning English at the 10th grade of Islamic High School in Mataram. This study involves an English teacher and 34 students of class X IPS 1 in Islamic High School in Mataram as the participants of the study who were selected purposively. Being qualitative in nature, this study used several techniques of data collection: observations, interviews, questionnaire. The results showed that: the implementation of Problem-Based Learning is not successfully implemented due to some teacher and student's problems which are difficult to pinpoint what was interesting about the topic that will be taught in the class, needed more time to implement the PBL model, difficulties in understanding and solving problem, and student's lack of confidence. However, according to the interviews and the result of questionnaire, students respond positively to the implementation of Problem-Based Learning in class.

Keywords: *Problem-Based Learning; Learning Model; ELT*

Introduction

Indonesian education in the 21st century requires learning that guides students to think creatively, innovatively, productively and responsibly and contribute to society, nation, and global civilization. One of the government's real efforts in the 21st century is to change perceptions and create a new curriculum, the Revised Curriculum 2013. Based on the syllabus of K13, students are expected to be able to successfully manage their learning activities, discuss independently and express their opinions regarding the development of learning at school. Education is also expected to make students act and think effectively and creatively in their daily lives.

Problem-Based Learning models emphasize that deep inquiry processes solve real-world problems, thus increasing students' responsiveness to the learning process and improving students' critical thinking skills in problem solving. The Problem-Based Learning (PBL) learning model is an approach to learning that aims to help students practice their critical thinking and acquire problem-solving skills using a real-world problem they encounter as context, as well as not forgetting to master the knowledge and key concepts of the material discussed (Moust et al., 2021). By using the Problem-Based Learning method (PBL) in the teaching and learning process aims to make learning more focused on class activity, not

being silent and waiting for results from other people, meaning that Problem-Based Learning is not empty of thinking activities to arrive at conclusions solving problems (Nurfajriah et al., 2022).

In this era, students tend to be less active and less motivated learning activities especially in learning English carried out in the classroom. This happens due to the lack of diversity of models learning that the teacher applies during the learning process and lack of courage students in asking friends or teachers about the material obtained in classroom for various reasons. Those problem in this study occurred at Islamic High School in Mataram. Based on observations during the learning process and the results of interviews with teacher, the writer found several problems in the learning process, one of them is the lack of interest and motivation to learn English in class X IPS 1. Low interest in learning English is because learning is centered on the teacher and does not use the problem method solving so that students' learning interest is in the low category.

Based on these problems, a learning method is needed in order to increase the interest and motivation of students, one of the learning models that can use is Problem-Based Learning. According to Duch, Gron, and Allen (2001), problem-based learning means that core and learning objectives are associated with problems and develop higher-level thinking such as analysis, synthesis, and evaluation. PBL is a teaching method that introduces relevant issues early in the educational cycle and provides context and motivation for the thereafter learning, (Buheji & Buheji, 2020). It is not easy for teachers to deliver material or control the learning process in the classroom directly. However, teachers can provide students with relevant problems to work on in the learning process, help students identify material, provide feedback, and assist in the problem-solving process.

Problem-Based Learning requires students to be more actively involved in the learning process as they rely on the teacher as a source of information and use other learning resources (Dayu et al., 2022). Apart from a variety of learning resources, an interesting activity provided by the teacher are also important in order to keep students more actively engaged in the learning process. According to (Zhu & Zhou, 2019), the learning process through Problem-Based Learning focuses on student activity. Here students are encouraged to develop their knowledge. In Problem-Based Learning, the teacher acts only as a facilitator (Boud & Feletti, 1998). Even though the teacher's role here is only being a facilitator, the teacher still has to monitor the progress of the student, encourage the student to solve problems correctly, and encourage the student to achieve the goals to be achieved. According to Kemendikbud (2013), Problem-Based Learning has several characteristics that are expected to be implemented in the classroom. First of all, it strongly adheres to self-study (self-learning). Second, the problem used is not well structured. Third, it should be integrated into a wide range of fields. Fourth, it is used to improve student collaboration and solve real-world problems. Fifth, it can encourage students to work in groups and give presentations.

Based on the observation at Islamic High School in Mataram, an English teacher that teach in X IPS 1 have been using Problem-Based Learning in teaching English. Hence, the writer decided to analyze the implementation or the application of PBL in learning English. This study is focused on English language learning is because Islamic High School in Mataram is really put forward to international matters. This study is conducted in Islamic High School in Mataram because this school has been implemented Problem-Based Learning as the method of learning and K13 as the curriculum.

Research Method

Research Design

This study used qualitative approach. According to Creswell and Creswell (2018) in Lestari, Yusra, Hanafi, Nawawi, and Nuriadi (2022), in order to obtain a richer picture of one unit and bound

system, such as learning English in the classroom, a qualitative approach to data collection and analysis needs to be used. From this way, the case will be explained in detail and objectively by using qualitative approach. The school that was chosen in this research is Islamic High School in Mataram because this school is one of the senior high schools in Mataram that continue implementing Curriculum 2013. The subjects of this research were the English teacher and 34 students of X IPS 1 class. The object of this study was Problem-Based Learning. It is one of the right methods to be applied in the teaching process in schools and also recommended by curriculum 2013.

Data Collection

In collecting the data, writer used three methods: (1) Observational Methods; It is used to observe the teaching and learning process and to find out the problems faced by teacher and students during the teaching and learning process. This method is based on passive participant observation. The writer was only the writer as the observer, not the observed part of the subject. (2) Interview Method; it is used to analyze problems of teachers in implementing the PBL models and also to support data collected from observation. And (3) Questionnaire Methods; it is used to collect data from students about their problems they faced when learning English using the PBL model.

Data Analysis Technique

Data collected in the study were analyzed through data reduction, explanation, comparison, and conclusion. To support the validity and reliability of the data, the writer used triangulation. According to Patton (1999), triangulation refers to using more than one method or data sources in qualitative research to evolve a comprehensive understanding of a phenomenon.

Result and Discussion

According to the research design, the data obtained from the observations and analyzed after step data reduction, data display and final drawing conclusion/review. In data reduction, writer focused on selecting data and collecting data based on the research focus. Data were in the form of observations in classroom teaching and learning processes, results of questionnaires, and interviews with subjects prior to the study. These are the result and discussion of this study:

Implementation of Problem-Based Learning in English Learning

According to the finding gained through the observation, the implementation of Problem-Based Learning in learning English by English teacher in Islamic High School in Mataram has been implemented accordance with the syntax of Problem-Based Learning. It helps students to develop thinking skills, problem-solving and intellectual abilities, and become independent learners. Consists of five applicable learning constructs: Observe, Think, Read, Create and Review (Dita et al., 2021)



At the first stage, the teacher gave an analytical exposition text as a learning material about “Smoking”, then teacher gave a time to students to express their opinion about smoking, whether it is dangerous or not, they have to give a reason why they think smoking is harmful for our body. Teacher

then explained the learning objective, language features, and the structure of the text, also motivated the students to be more active and express their opinion, idea, or thought about how to solve the problem.

At the second stage, teacher helped to make a group contain of 5 people in each group, students then created a structure in the group where there was a leader who will be the representative to talk about the topic given. After that, students started to debate, each group would deliver whether they were in a pro or contra team related to the topic, the teacher became an instructor and also a controller so that the discussion run well.

At the third stage, according to Sani (2018) in Dita (2021), teachers encourage students to gather appropriate information, conduct research and seek clarification of solutions. Here, the teacher gave a worksheet to the students where they have to filled with their group team. Teacher then went around to all groups to gave a brief explanation of the contents of the worksheet and ensure that all students have a role in solving the problem.

At the fourth stage, according to Sani (2018) in Dita (2021), Teachers help students plans and deliver appropriate and relevant products such as reports, video recordings, etc. Here, teacher asked each group to take turns in front of the class to presented the result of their discussion about problem-solving from case that given before. Teacher led the question-and-answer session, other groups gave critique or opinion and teacher ensured that all students are active in expressing their thought.

At the last stage, teacher discussed again the material they have studied for today, explained the purpose of the learning, and provided conclusions on the problems they had discussed previously.

Implementing Problem-Based Learning for English learning in X IPS 1 used by English teachers had some advantages and disadvantages. The first advantage is that this model was able to arouse the interest and motivation of students. Some students become more active in learning English; this is because teacher used the real problem that occurs around them so that they become more provoked to be talk-active. The other advantage is that the PBL model emphasized students' ability to increase their critical thinking skills to analyzing and solving problem.

However, there are also some disadvantages in the implementation of Problem-Based Learning. The first one is limited study time, teacher only has 70 minutes to teach in the classroom for one subject while to maximize the PBL model, all students should be given more time to discuss or do the presentation. The other one is lack of preparation from the teacher in planning problem scenarios that must be solved by students. And the last one is the lack of learning media such as videos in supporting teacher to deliver the material.

Teacher Problems in Implementing Problem-Based Learning

After all of the observations were done, the next step was interviewing the English teacher Mr. Subhan, S.Pd. This interview aimed to obtain data on the problems teachers faced while implementing a PBL model in teaching and learning English. Below are the results of our interview and observations with Mr. Han. The problems faced by teachers are not only from the teachers, but also from the students and the classroom environment.

Mr. Han said it was difficult to pinpoint what was interesting about the topic for student and he needed more time to implement this model. About the students, Ms. Han said students' ability to use their thinking powers to solve problems is still weak. Some students find it difficult to express their opinions because they lack self-confidence, are shy, or are afraid of being rejected by classmates. This can make students quieter and less active in class discussions. Students may also feel anxious or afraid of making mistakes when speaking in front of the class. Finally, the problem was with the classroom setup. He said

the classroom setup was too heavy for her 34 students in this class. As a result, the seating positions changed so much that teachers were unable to allow all students to move around in group discussion activities.

Based on research so far, the problems Mr. Han faces as an English teacher stem from himself (the teacher), the students, and the institution. In the first, teachers still found it difficult to decide on topics and needed more planning time.

Student Problems in Implementing Problem-Based Learning

In order to find out students' problem, writer used questionnaires to examine student problems. Writer then compared questionnaire results with observational results to obtain relevant findings.

Table 1. The problem faced by students

No.	Observations	Questionnaire	Finding
1.	Some students were still reluctant to express their opinion in the classroom	16% of students were still find difficulties in solving problems especially in using English	There is still a lack of English vocabulary among students so that they were hard to improve collaborative learning and solving problem in the real world.
		11% of students were still feel confused in understanding the problems in which they have to solve	Questions from students about what Problem-Based Learning is help them understand the material provided by the teacher
		8% of students were feel afraid and shy to speak in the class	Lack of motivation in students to become more confident

Conclusion

Based on the result and discussion above, the implementation of Problem-Based Learning has been implemented quite well, students have become more active, more courageous in expressing ideas, suggestions, or thoughts, and become more critical in solving problem given. This is because this model gives students the opportunity to practice critical thinking, self-study, and group work discussion. The application of the 5 stages; problem orientation, student organizing, coaching group investigations, presenting discussion results, analyzing and evaluating the process, is suitable because teacher becomes more organized in implement teaching and learning process. It is suggested to the other teacher to also apply this Problem-Based Learning to different subjects and subject matter.

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