



**APPLICATION OF PROBLEM BASED LEARNING
(PBL) MODEL TO IMPROVE STUDENT LEARNING OUTCOMES IN PROCEDURE
TEXT MATERIAL IN CLASS IX OF SMPN SATU ATAP 1 WANASABA**

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Abstract

The purpose of this research is to improve the English learning results on the procedure text material of grade IX students of SMPN 1 Atap Wanasaba. The learning model used in this research is Problem Based Learning (PBL) model. The subjects of this research are grade IX students of SMPN 1 Atap Wanasaba. The number of students is 15 students, 11 male students and 4 female students. This research was conducted in the 2022/2023 school year for a period of 3 months, from January 2023 to March 2023 in the second semester. The methodology of this research is Classroom Action Research (CAR) consisting of two cycles and each cycle consists of two meetings. In each cycle, it consists of planning, implementation, observation and reflection. The data collection technique is to collect the test scores carried out at the end of each learning in each cycle using a test instrument (written test). Data observation was done by looking at the student's activity in the learning process. Data were analyzed using percentage statistical techniques. The results of the study showed that there was an increase in student learning activities in both cycles, from the sufficient category to the good category and the good category increased to very good. The completeness of student learning outcomes increased from 46.66% in the pre-cycle to 73.33% in cycle I and increased to 86.66% in cycle 2. The use of PBL learning model can improve the English learning outcomes on the procedure text recipe material of grade IX students of SMPN 1 Atap Wanasaba in the 2022/2023 school year.

1. Introduction

By studying English, students will be able to improve their abilities in a variety of fields, including academic, social, and professional. Language consists of four main skills, namely listening, speaking, reading, and writing. When the student masters all four skills, he or she can use the language well and effectively. Listening is an important skill for capturing information provided by others. Speaking is an important skill for conveying information and ideas to others. Reading is an essential skill for accessing information and ideas from other sources. Writing is an essential skill for storing and disseminating information and ideas. Brown (2002) said that a course that deal with reading skills, then, will also deal with related listening, speaking, and writing or lessons that

deal with reading skills, speaking and writing. Before learning students discuss (speaking skills), then listen to the teacher's instructions (listening skills), continue reading (reading skills) and write back important information (writing skills).

Of the four language skills above, learning reading skills was not able to run as it should. Students are not yet able to understand the text in English even though it is very simple. On the other hand, the government hints that junior high school students must be able to understand reading well. Based on the observations of researchers as teachers at SMPN Satu Atap 1 Wanasaba, most of the students at the school have studied English for years from grade VII to grade IX, even they have started learning English since elementary school.

One of the materials studied by junior high school class IX students is *Procedure Text Recipes*. In this material students are required to understand and compare social functions, text structures of oral and written procedures by giving and asking for information related to food / drink recipes and manuals, short and simple, according to the context of their use. However, students have difficulty in understanding reading texts due to students' lack of mastery in vocabulary and lack of confidence. Even more tragic, these days there is a tendency for students to hate English lessons because they think English lessons are boring and scary.

Low student learning motivation is caused because the methods, models, strategies, and techniques used in the learning process are less interesting and varied and tend to use the lecture method (teacher center) this is shown When the teacher starts the learning process in the classroom, the teacher only gives a note about the subject matter at that time which is written by the teacher on the board then the teacher asks students to write it again after the activity is finished The teacher explains the material so that the effectiveness of the teacher as a facilitator and motivator who guides and directs students is not carried out properly because they often run out of time to take notes and explain the material, the pattern often occurs causing learning activities to become boring and the effect on student learning motivation is low because the driving indicators that motivate students are not there for that there needs to be internal and external encouragement in accordance with (Kamid, K., & Sinabang, Y. (2019). "Learning motivation is one of the main keys to expedite and excite students in learning something. Motivation is anything that drives a person to do something to meet a need. From several indicators, it can be concluded that there are two aspects that are indicators driving student learning motivation, namely (1) internal drives: attention, interest, desire and desire to learn, encouragement and need in learning, and hopes and aspirations for the future, and (2) external drives: learning methods, learning tools, and environmental conditions". Kamid, Kamid, and Yulita Sinabang. "The effect of applying the problem-based learning (PBL) learning model on higher-order thinking skills (HOTS) in terms of student learning motivation." *Journal of Educational Management and Social Sciences* 1.1 (2019): 127-139.

In addition, the ability of students to understand and compare social functions, the structure of oral and written procedure texts by giving and asking for information related to food recipes / mi-numan and manuals, short and simple, according to the context of their use because the motivation / habituation to read the procedure text is still lacking, students have inadequate vocabulary and do not understand the meaning of words contained in the text. In accordance with (Hatimurah, 2021) "If students increasingly accustom themselves to reading procedure texts, then their ability to master various procedure texts and all their aspects, as well as students' vocabulary mastery will be better. If students are familiar with reading English procedure texts, students are also able to express various information contained in it very easily."

Similarly, teachers have not used, innovative learning models, methods, strategies / learning techniques that are appropriate and interesting so that students' ability to understand social functions, grammar in procedural texts is low. (Mirdad, 2020) "The learning model is a guide for educators in planning learning in the classroom, starting from preparing learning tools, media and tools, to evaluation tools that lead to efforts to achieve lesson objectives". Mirdad, J. (2020). Learning Models (Four Clusters of Learning Models).

The last is that teachers still have not optimized the use of Information Technology (ICT) in the learning process. This is very unfortunate because Information Technology (ICT) can help teachers in improving the quality of learning and making the learning process more efficient. By using information technology (ICT), teachers can provide learning materials that are more interactive and interesting for students. Information technology (ICT) can also help teachers to collect and analyze data on student progress more quickly and easily. Therefore, teachers must pay more attention to the use of information technology (ICT) in the learning process in order to improve the quality of learning.

Based on this, the author tries to discuss this problem after seeing that there are language teaching methods that do not develop the skills and creativity of students in language. This condition requires classroom action which is a form of study by action actors to improve the teacher's ability to carry out tasks and improve the conditions of learning practices that have been carried out (Sudikin et al, 2008). These classroom actions can use fun learning models, increase student activeness and learning outcomes. This can be obtained through Problem Based Learning (PBL). The Problem Based Learning (PBL) model is a model in learning that helps students to find problems from a real event, collect information through self-determined strategies to make a problem-solving decision which will then be presented in the form of performance. One of the characteristics of Problem Based Learning (PBL) is using small groups as a context for learning. Students who are reluctant to ask the teacher, can ask friends in their group or other groups. They also do not feel afraid to express their opinions so that they can motivate students to study hard (Muchamad Afcariono, 2008). The concept of PBL is considered suitable to overcome problems in

schools, for example, such as the problems described in the previous explanation. The concept of PBL itself concludes that the material taken is material given in school which can later be applied to real life. Researchers chose the Problem Based Learning (PBL) model to improve the learning outcomes of grade IX students of SMPN Satu Atap 1 Wanasaba, especially in English subjects.

2. Method

This research is action research carried out in the teaching and learning process, therefore the method used is Classroom Action Research (Classroom Action Research. Classroom action research (PTK) methods are commonly used to improve the quality of learning in schools. It involves planning, implementing, observing, and evaluating actions performed by teachers and students. PTK emphasizes on improving the quality of learning through increased student engagement and collaboration between teachers and students. It also helps teachers to improve their skills in teaching and improve the quality of students' learning experience.

2.1 Participants

This research was carried out at SMPN Satu Atap 1 Wanasaba in the 2022/2023 academic year within a period of 3 months, from January to March 2023 in the even semester. The participants of this class action research were grade IX students of SMPN Satu Atap 1 Wanasaba with a total of 15 students consisting of 14 male students and 4 female students.

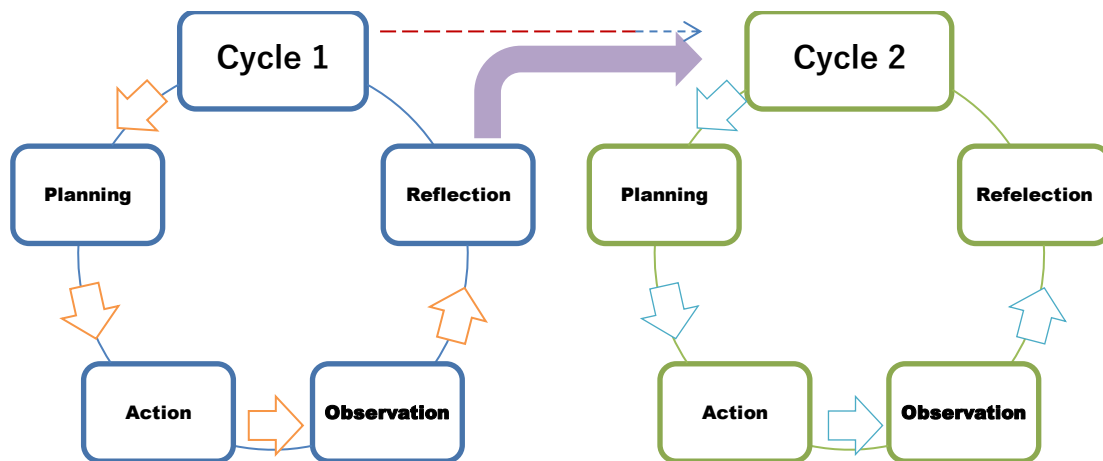
2.2 Data Collection

2.2.1 Instrument

First, researchers made *observations* to collect data on how students respond and interact with *text recipe procedure* material by applying a problem-based learning model (PBL). It aims to collect data on how teachers manage classes and manage problem-based learning that will make it easier to reflect on learning outcomes. Furthermore, providing *tests or assessments in the form of written tests, oral tests, or* practice tests to measure the skills or progress of the students. In addition, researchers also conducted direct *interviews* by asking students' opinions about the material taught.

2.2.2 Technique of Data Collection

The data collection technique used in this Classroom Action Research is by designing a cycle model consisting of two cycles and each cycle consists of one meeting with stages of planning, implementation, observation, and reflection. The stages of each cycle in data collection can be seen in the following chart:



Based on the chart, the stages in each cycle 1 and 2 are as follows:

Cycle I

1. **Planning:** This step involves detailed planning of how class actions will be implemented. This involves identifying the problem at hand, the goals to be achieved, the strategies to be used, and the evaluation to be carried out.
2. **Implementation:** This step is a concrete action taken to achieve a predetermined goal. This involves the implementation of planned strategies, teaching, and learning related to the problem at hand.
3. **Observation:** This step involves careful observation of how class action takes place. It involves observing how students react to actions, how students interact with each other, and how classroom actions affect student learning outcomes.
4. **Reflection:** This step involves reflecting on how the class action goes. This involves analyzing how classroom action affects student learning outcomes, what works and WHAT doesn't, and how the strategies used can be improved in the next cycle.

Cycle 2

The results of reflection and data analysis in cycle 1 are used as a reference in planning cycle 2 by correcting weaknesses and shortcomings in cycle 1. The stages passed are the same as in the stage of cycle 1.

2.3 Data Analysis

Research data on student learning outcomes in the form of observation data, documents from LKPD, and analysis of written test results will be analyzed by researchers qualitatively so that they can be used to identify areas that need improvement, develop more effective learning strategies, and improve student learning outcomes.

3. Results

3.1 Description of Initial Conditions

This class action research was carried out considering the condition of students in schools, especially in English subjects, their achievements were still far from expected. Students generally have difficulty in doing questions related to procedure text recipe. This can be seen from the many mistakes made by students when understanding and distinguishing procedure text recipe due to lack of vocabulary mastery, learning motivation and student confidence in reading English texts. This results in students having difficulty in understanding the questions given so they cannot do it well. As a result, student achievement in school is still low. So, it is necessary to make an effort to improve student achievement, especially in English subjects. One of them is to use the Problem Based Learning (PBL) model.

The results of the student pretest conducted during the pre-study obtained a percentage of learning completeness of 46.6%. The lowest score on the pretest was 40 and the highest score was 80. The average score on the pretest was 61. After conducting the pretest, the researcher will continue the research on Cycle I.

3.2 Cycle 1 Research Results

This cycle discusses *food/beverage recipe material and manuals, short and simple, according to the context of their use.*

1. Planning Stage: Researchers make preparations for action planning by making syllabi, lesson plans, teacher and student observation sheets, student worksheets (LKPD), and making evaluation tools in the form of written tests with multiple choice models.
2. Implementation stage: Researchers apply the syntax of the PBL learning model in several phases, namely as follows:
 - a. In the preliminary activity after preparing students to learn, it is very important for teachers to provide ice breaking, this aims to motivate students to be comfortable and focused on learning. I as a teacher asked the students to stand up and shout together 3 times after listening to me say the phrase "*English class!*", students are very enthusiastic and not tense when they have done this. Then the teacher associates the subject matter with the previous material by giving a lighter question "*Do you know What did we learn last week, have you got breakfast, have you ever made it and do you how to make it?*" Then from the discussion activities, students conclude and relate it to the topic studied at that time. Then convey the benefits and learning objectives to students.

- b. In the learning process, teachers use the Based Learning (PBL) learning model because it suits the character of the students and the use of this PBL Model can also make students active because it explores critical thinking (the thinking power of students).
- c. The phase of this PBL model consists of several phases, namely:
 - 1) Learners on problems orientation
In this phase the teacher organizes students on problems by watching videos about procedure text receipe, the teacher asks students to understand the activities they see in the video with several questions given by the teacher, students answer with enthusiasm, related to the presentation of teacher material using media in the learning process with the TPACK approach, the teacher presents material through interesting power point slides that are displayed through the LCD of the presentation of the participants Didik looks enthusiastic and easy to understand the material.
 - 2) The next phase, the teacher organizes students to learn by dividing into learning groups of one group consisting of 4 students, then the teacher distributes Teaching Materials and LKPD to students related to explaining the structure of the text, determining the linguistic elements and analyzing the linguistic elements of the procedure text recipe and the teacher provides information to students in this discussion activity assessed by the teacher, namely the value of attitudes and *learner knowledge*.
 - 3) Furthermore, the teacher monitors, facilitates and guides students in the discussion activities if there are questions or problems faced by students, all students are active because each of the group leaders of the learning group has given tasks and responsibilities to each member, the teacher provides opportunities for students to think and act in their own way and the teacher acts only as a facilitator.
 - 4) After the students finish discussing and completing the group task, the teacher appoints each group to present the results of their group discussion and each group appoints 2 people to represent each group. Before presenting the results of the discussion, the teacher gave an example of how to present well by drilling phrases for the opening and closing sentences. The teacher asks the other group to give an opinion or communicate the results of the other group's presentation. The teacher provides feedback and input on the results of student presentations if there are shortcomings or

errors of students and the teacher provides reinforcement of the LKPD that has been done by students.

- 5) Furthermore, in the last stage, the teacher and students conclude the results of the discussion and the students reflect on the learning results at that time with the teacher's direction.
- 6) Students get feedback from questions on learning outcomes written on reflection sheets by students given by the teacher. Next, the teacher makes a conclusion on the learning carried out then the class is closed with prayer.

1. Observation Stage: Researchers make observations (observations) during the implementation of actions as reflected in stage 2, the observed aspect is the activeness of students and teachers in the learning process using activity observation sheets and student responses to teachers during learning. Meanwhile, the improvement of student learning outcomes is obtained from working on questions on LKPD sheets and student learning outcomes tests.
2. Reflection Stage: Researchers evaluate the learning process in cycle I and become a consideration for planning cycle II.

Learning outcomes in cycle I, students have increased when compared to pretest results before the application of the Problem Based Learning (PBL) model. Based on Table 3.2, out of 15 students who participated in learning with the application of the Problem Based Learning (PBL) model, there were 11 students who had achieved the completeness of the KKM score (Minimum Completeness Criteria) and 4 students had not achieved the completeness of the KKM score. The highest score of students obtained in the first cycle is 88 and the lowest score is 48. The percentage of student completeness of student learning outcomes in cycle 1 is 73.33%, with an average score of 69.40. Based on the learning results obtained in cycle I, the researcher wants to continue research in cycle 2 by applying the same Problem Based Learning (PBL) model as cycle 1. In cycle 2, researchers add even more interesting learning media in the form of games or games that are expected to further increase student motivation and have an impact on improving learning outcomes obtained by students, so that the percentage of student completeness also increases in accordance with the indicators of cycle 2 that have been set by researchers.

3.3 Research Results of Cycle 2

Students have experienced an increased understanding of the procedure text recipes *material (food / beverage recipes and manuals, short and simple, according to the context of their use)* when applying the Problem Based Learning (PBL) model in cycle 2. This can be seen from the results of learning tests obtained by students.

Learning outcomes in cycle 2, student learning outcomes show consistent increases in the acquisition of student scores based on cycle 1 data. Based on Table 3.3, out of 15 students there are 13 students who have achieved classical grade completion and 2 students who have not achieved classical completeness. The highest score of students obtained in cycle 2 is 95 and the lowest grade is 60. The percentage of student completeness of student learning outcomes in cycle 2 is 86.66% with an average score of 78.73. Based on the learning results obtained in cycle 2, the researcher suffices research until cycle 2, this is done because students have achieved the completeness indicators expected by the teacher.

4. Discussion

The application of the Problem Based Learning (PBL) model in cycle 1 has shown an increase in student learning outcomes to be better when compared to student pretest results during pre-research. In cycle 1, students who are not complete in learning are students who seem not so active in learning using the Problem Based Learning (PBL) model. Incompleteness experienced by students can be caused by the need for adaptation to learning using the Problem Based Learning (PBL) model and the lack of motivation to learn English, lack of confidence of students and indeed still constrained by limitations in mastering vocabulary. The percentage of completeness obtained in cycle 1, has reached the cycle 2 indicators that researchers want to achieve.

Based on the test results, the results of observations and reflections that have been carried out in cycle 1, the improvements that have been made by researchers in cycle 2, have provided results that are in accordance with the author's expectations. In cycle 2, there is an increase in learning outcomes obtained by students for the better. In cycle 2, the percentage of student completeness has increased and has reached the cycle 2 indicators set by researchers.

In cycle 2, not all students achieve learning completeness in accordance with the KKM score (minimum completeness criteria). However, from the acquisition of scores in cycle 2, it seems that they have consistently experienced a good increase in the test results they obtained. Based on the results of research that has been conducted in cycles 1 and 2, the application of the Problem Based Learning (PBL) model has given a positive value to improving English learning outcomes in students, especially in the Procedure Text Reference material. Comparison of the percentage of student learning outcomes in the pre-cycle, cycles 1 and 2 can be seen in Figure 4.1.

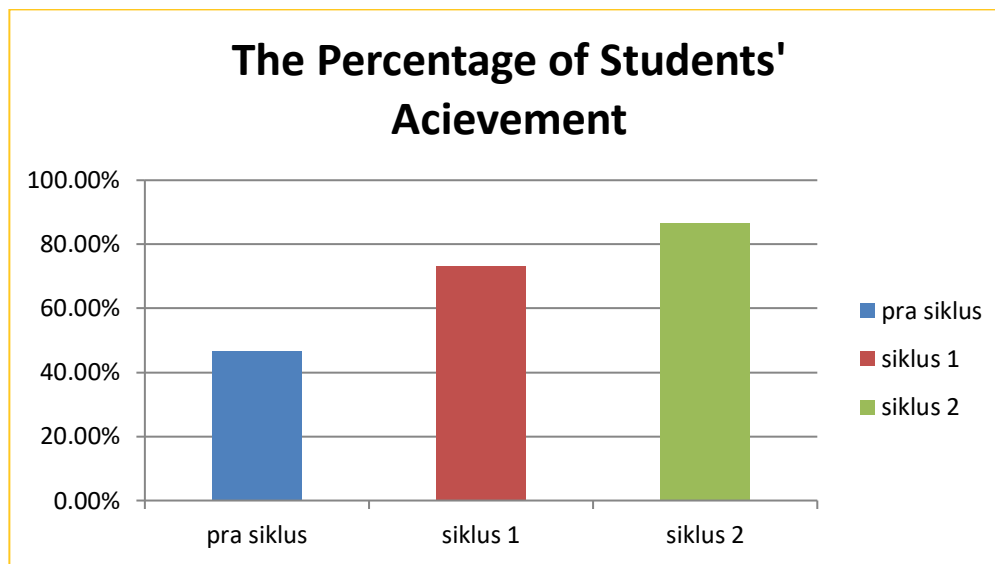


Figure 4.1 Comparison of Percentage of Stages of Student Learning Outcomes in Pre-cycle, Cycle 1 and Cycle 2.

Based on Figure 1, it can be seen that there is an increase in student learning outcomes from Pre-cycle to Cycle 1 and cycle 1 to cycle 2. In the pre-cycle before the application of the Problem Based Learning (PBL) model was only able to give a percentage of 46.66%. While in cycle 1 after the application of the Problem Based Learning (PBL) model has been able to provide a percentage of student learning outcomes of 73.33% and has increased to 86.66% in cycle 2.

5. Conclusion

Based on the results of research and discussion of the application of the *Problem Based Learning* (PBL) learning model, it can be concluded that:

1. Student learning outcomes increased from 46.66% in pre-research increased to 73.33% in cycle 1 and increased to 86.66% in cycle 2 .
2. Overall, the application of the *Problem Based Learning* (PBL) learning model can increase motivation and English learning outcomes in the *Procedure Text Receipes* material (food / drink recipes and manuals, short and simple, according to the context of their use) grade IX students of SMPN Satu Atap 1 Wanasaba for the 2022/2023 academic year.

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