



Problem Based Learning (PBL) in Teaching English for Students of Primary School Teacher Education Department

Muhamad Sofian Hadi¹⁾, Lidiyatul Izzah²⁾

^{1), 2)} Universitas Muhammadiyah Jakarta, South Tangerang, Banten, Indonesia

¹⁾ M_Sofianhadi@yahoo.com, ²⁾ izzahlidiyatul@gmail

ABSTRACT

One of the learning models that can be implemented in increasing the students ability in English language is using Problem Based Learning (PBL). Problem Based Learning is a learning model that focuses on giving the solution for students in learning process. PBL provides the chance for students to find their problem and also creating the alternative solution to deal with their problems in English language learning. The aims of this study, by using PBL can increase the students' ability in mastering English language. The participant of this study chosen from primary school teacher education department (PGSD) faculty of educational sciences, Muhammadiyah University of Jakarta. There several consideration in choosing the department as the object of this study. First, the student of this department lack of interest in joining the English subject, the learning process becomes ineffective. Second, as the future candidate of teacher for elementary school students, they need to concern with the ability of English language. Third, the average ability of students in mastering English is weak. The method used for this study based on qualitative/interpretive paradigm. This method concern on viewing the focus and problems of this study in a comprehensive way. The finding, based on the result of the study it can be shown that the students ability in English language increased as the researcher targeted from the beginning. And the learning process becomes more active after the use of Problem Based Learning. So, it can be concluded that the use of Problem Based Learning (PBL) can increase the students' ability in mastering English Language.

Keywords: Problem Based Learning (PBL), Primary School Teacher Education Department (PGSD)

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INTRODUCTION

In the world of higher education, language skills are generally an ability that must be learned by students. With the language skills possessed, it will make graduates able to

communicate both verbally and in writing. The aspect of language proficiency is not just a monopoly of language majors found in a college. This, of course, provides an opportunity for other majors in learning language skills.

One language ability that must be mastered by students is English ability. Language is a communication tool for more than half of the world's population. Likewise, the students of the Elementary School Teacher Education study program at the Faculty of Education, Muhammadiyah Jakarta, are expected to have the ability to use English in accordance with their field of needs. Mastering English for a PGSD student will provide unlimited opportunities to improve his abilities and expertise in elementary school teaching skills.

English language learning skills in the PGSD department are given in the first semester when students are registered as PGSD students. The provision of English language proficiency courses at the initial stage is intended to provide opportunities for students to hone their language skills, not only in their Indonesian language abilities which they have mastered so far but also in foreign language skills, especially English.

The process of learning English all this time that occurs in the Department of Primary School Teacher Education (PGSD) tends to repeat the basic material of English, making students feel they do not need to learn English. The learning model used is still based on an unpleasant learning model. Students only come to class just to abort their obligations to take English courses. Their lack of interest is of course caused by the learning process that is fixed on the lecturers' explanation as to the only source of learning. So that the discussion space is felt to be very lacking in the process of learning English.

The variety of problems faced by students of the Elementary School Teacher Education (PGSD) study program certainly requires a solution, so that the process of learning English which had been carried out in the first semester was no longer just an adventure to the basic concepts of English they had mastered. One alternative solution that researchers offer is to use a problem-based learning model.

The problem-based learning model is one of the collaborative and interactive learning models. This learning model provides opportunities for students to actively participate in the learning process. So that learning English which was considered unpleasant and not attractive to students because of the lack of participation of students can be slowly overcome.

The use of problem-based learning models also provides a variety of alternative solutions that can be used by students in order to solve the problems they face in learning English language skills. Solutions that they can directly implement according to their needs in using English. And this certainly leads to the increased ability and motivation of elementary school teacher education students in mastering English.

Researchers are interested in studying the use of problem-based learning models in learning English in PGSD study programs at the University of Muhammadiyah Jakarta, with the background of English language skills of students to master English is still minimal and requires a learning model that suits the needs of students.

Before deciding to do this research, researchers have interviewed several lecturers of English courses for PGSD. The lecturers tend to agree that the English language skills of PGSD students are still low, this can be seen from the majority of students who do not answer the questions given by lecturers and it is very rare for students to ask questions related to the material described. In addition, the majority of students also only attend English language lectures as mere college requirements. For them, English proficiency is a skill that is not too important for them, especially if they later pursue a career as a teacher at the elementary level.

This is certainly very wrong, they need absolute English skills in order to continue to hone their skills with a variety of international journals in accordance with the scientific field of education of elementary school teachers. By understanding English well, the prospective teacher / student has been able to lay the foundations of becoming a professional teacher who continually trains himself to become a teacher who can provide a fun learning process for his students.

Based on several explanations above, this study will discuss related to the use of problem-based learning in students of the education science elementary school education (PGSD) study program at the Muhammadiyah University of Jakarta. The focus of this study is divided into the process and results of learning English using a problem-based learning model.

Problem Based Learning (PBL)

The Problem Based-Learning learning model was developed for the first time by Howard Barrows in the early 70's in the study of medical education in Southern Illinois University School (Barrows & Tamblyn, 1980). The students study various cases that occur in patients who have the disease then look for ways or techniques for healing that must be done. But in later developments, this model expanded to the learning of science in higher education and eventually developed in secondary schools.

PBL has been known since the days of John Dewey (in Trianto, 2009, p. 91) learning based on problems is the interaction between stimulus and response, is the relationship between two directions of learning and environment. The environment provides input to students in the form of assistance and problems, while the brain's nervous system functions to interpret the aid effectively so that the problems faced can be investigated, assessed, analyzed, and sought solutions to properly.

Problem-Based Learning is a Problem-Based Learning model that presents authentic and meaningful problems so that students can conduct their own investigations and discoveries (Wardani, 2010, p. 27). The teacher plays a role by raising problems, facilitating student inquiry and interaction. This learning model is based on cognitive psychology and constructive views about learning. Other opinions suggest that Problem Based-Learning is a learning model that uses real-world problems as a context for students to learn about critical thinking and problem solving skills, and to acquire

essential knowledge and concepts from subject matter (Nurhadi, 2004, p. 56).

Another definition explains Problem Based-Learning is a method of learning in which learners first encounter a problem following a systematic, learned-centered inquiry and reflection process (Teacher & Educational Development, 2002, p. 2). From the various definitions that have been stated, it can be concluded that Problem-Based Learning places students on a problem and then gives them the opportunity to solve the problem and then ends with a reflection process on the learning outcomes that have been done.

Characteristics of Problem Based Learning (PBL)

According to Arends in Trianto (2009), the characteristics of problem-based learning are:

1. Testing questions or problems. Problem-based learning organizes teaching around questions and problems that are both socially important and personally meaningful to students.
2. Focus on interdisciplinary linkages. The problem that will be investigated has been chosen really real so that in solving the problem the students review the problem from many subjects.
3. Authentic Investigation. Students are required to analyze and define problems, develop hypotheses, make predictions, collect and analyze information, conduct experiments (if needed), make inferences, and form conclusions.

4. Produce products and show them off. The product can be in the form of reports, physical models, videos or computer programs.

5. Collaboration. Problem Based-Learning is characterized by students who collaborate with one another, in pairs or in small groups.

The characteristics of PBL according to Sovie and Hughes (in Santyasa, 2008, p. 3) are:

1. Learning starts with a problem.
2. Ensure that the problems given relate to the real world of students.
3. Organizing lessons around problems, not around disciplines.
4. Giving great responsibility to students in forming and running their own learning process directly.
5. Using small groups.
6. Demanding students to demonstrate what they have learned in the form of a product or performance.

In accordance with these characteristics, problem-based learning has the purpose:

1. Helping students develop thinking skills and problem solving skills.
2. Learning the role of an authentic adult.
3. Become an independent learner.

After knowing the description of the characteristics and objectives of problem-based learning, it is very clear that with problems that can be raised by students and teachers, then students can deepen their knowledge about what they already know and what needs to be known to solve the problem. The focus of the problem lies in problem-based learning is a problem that can be solved by students and is able to develop

students' reasoning and creative thinking abilities.

Problem Based Learning Sintaxis

The problem-based learning model consists of 5 phases and behavior. These phases and behaviors are patterned actions. This pattern was created so that learning outcomes with the development of problem-based learning can be realized.

- a. In the first phase, the things that need to be elaborated include:
 1. The main purpose of learning is not to learn a large amount of new information but to investigate various problems and become independent learning.
 2. Problems or questions investigated do not have absolute "right" answers and most complex problems have many sometimes conflicting solutions.
 3. During the lesson investigation phase, students are encouraged to ask questions and seek information. Teachers provide assistance but students should try to work independently or with friends.
 4. During the analysis and explanation phase of the lesson, students are encouraged to express their ideas freely and openly.
- b. In the second phase, teachers are required to develop collaboration skills among students and help them to investigate problems together. At this stage the teacher is also required to help students plan investigative planning and reporting.

- c. In the third phase, the teacher helps students determine the method of investigation. The determination is based on the nature of the problem the answer is to be sought or the solution is sought.
- d. In the fourth phase, the investigation is followed by making artifacts and exhibits. Artifacts can be written reports, including records of processes that pay attention to the problematic situation and the proposed solution. Exhibits are administration of the products of the investigation or artifact.
- e. In the fifth phase, the teacher's task is to help students analyze and evaluate their own thinking processes and the investigative skills they use. Most importantly in this phase students have systematic thinking skills based on the focus of the problems they face.

The learning environment and management system for problem-based learning must be characterized by openness, active involvement of students, and an atmosphere of intellectual freedom. It is also important in the management of problem-based learning to pay attention to things such as multitasking situations which will have implications for the course of the investigation process, different speed levels in solving problems, the work of students, movements and behavior outside the classroom.

Problem Based Learning, Why?

Nilson (2010, p. 190) explains the usefulness of PBL will help students develop the following abilities:

- a. Working in Teams. Students have the opportunity to work in teams and develop the ability to work together in solving problems they experience in the learning process. The ability to work together will provide opportunities for them to get to know each other more and contribute to solving problems.
- b. Managing projects and holding leadership roles. They are able to organize projects that are given and learn the rules in leading when in learning settings. This capability provides an opportunity for students to be able to learn to lead and organize the steps in solving the various problems they face.
- c. Oral and written communication. Ability both orally and in written communication. Students have become accustomed to expressing their opinions about the solutions to the problems they have experienced in writing and orally. With these capabilities, students become increasingly active in the learning process.
- d. Self awareness and evaluation of group processes. Students become sensitive and able to evaluate the level of problems they experience and try to find and find alternative solutions that can solve these problems. They have begun to be able to control the processes that occur in their groups in the learning process.
- e. Working independently. They have begun to be able to independently think about and express the various problems and solutions they feel and get in the learning process.
- f. Critical thinking and analysis. Their ability increases in the aspect of criticism, they do not quickly agree with an explanation if the explanation feels contrary to what they know.
- g. Analytical skills also began to increase and increasingly enjoyed the learning process they did in the classroom.
- h. Explaining concepts. They have been able to explain the concepts explained to them. They are able to make simple analogies that explain the concepts they have understood.
- i. Self-directed learning. They no longer have to wait for lecturer lecturers, they consciously begin to study independently and do not rely too much on the presence or absence of lecturer lecturers. Their curiosity has increased and keeps them thirsty for the material they can learn.
- j. Applying course content to real-world examples. They have been able to apply the content they get in learning into real-world settings. So that what they learn is not only limited to theory, but they have practiced it according to what they understand.
- k. Researching and information literacy. They have been able to make simple research and develop literacy sensitivity that can support the learning process that they do.
- l. Problem solving across disciplines. The ability to solve problems that they have mastered can be implemented across disciplines. So it can be train them to be able to solve various problems in various fields of science they meet

Learning Process Using Problem Based Learning (PBL)

The learning process carried out using Problem Based Learning (PBL) can be given a picture with the following points.

1. students tend to be serious in participating in learning English, they seem enthusiastic and attentive to listening to lecturers' explanations when the learning process takes place,
2. students are no longer busy themselves when the learning process takes place, students have begun to show their interest in learning English,
3. students start trying to diagnose the problems they face while learning English and think about the best solutions they can provide to solve these problems.

At the stage of the learning process with Problem Based Learning, students are required to recognize each of their problems individually and independently. This is to teach them to be able to know their weaknesses and strengths in English, after the stages of recognizing later problems they are directed at the stage of providing solutions to the problems they face in learning English.

After this stage, students are then asked to make a commitment by determining what strategies they can do to resolve or overcome the difficulties they face when speaking English. By making this commitment, students are expected to voluntarily with their own initiative to plan and implement a series of problem solving they face in improving their ability to speak English.

After the diagnostic and planning stages and problem solving applications, the next step is to provide an evaluation of the series of solutions that have been made by students, whether they have been able to solve the problem as expected, or still need direction from the English lecturer. This stage is an evaluation stage, which aims to see how much the level of resolution problems have been made by students of the Primary School Teacher Education Study Program at the Faculty of Education, University of Muhammadiyah Jakarta.

In general, it can be explained, that the learning process using Problem Based Learning runs smoothly and makes the learning process more interesting than before. The use of Problem Based Learning also shows the motivation of students to analyze their level of English language skills and try to solve these problems with the direction of lecturer lecturers.

In the learning process using Problem Based Learning there are also very significant differences. The students are no longer passable and only accept the material given, but they have begun to be active and enthusiastic to take lectures to completion. No longer are there students who are lazy and tired of sitting for long in the process of learning English.

Learning Result Using Problem Based Learning (PBL)

The results of learning English using Problem Based Learning can be explained by the following findings.

1. Student motivation increases to follow the learning process,

2. Student scores increase compared to the previous conventional learning process,
3. The high level of attendance of students in following the learning process,
4. Increasingly open students in explaining their difficulties and problems in English.

Increased motivation can be seen with the increasingly active level of student participation in the learning process, more and more students raise their hands to ask when there are explanations that they feel they do not understand, as well as when they have to explain the problems they face. Voluntarily, each student explained in detail about the various problems they faced during the process of learning English. Thus it can be explained that their motivation to follow the process of learning English increases.

In addition to increased motivation, the value of students also increases after using Problem Based Learning in the learning process. This can be seen from the comparison of the average value of previous students which only 56.5% increased to 75.6% after using Problem Based Learning. This is evidence of the effectiveness of using Problem Based learning at PGSD English Language Lectures.

Furthermore, the level of attendance of students is increasing, if at the previous meeting the level of attendance of students still tended to be low. By using problem based learning, slowly but surely the level of student attendance seems to increase and the learning process gets their attention well. There are no more permitting students

for various reasons, each student is present to attend lectures with their respective awareness.

The final finding is that the more open the students about the difficulties and problems they experience when learning English, this is one of the advantages of Problem Based Learning that can be used to detect and approach students in accordance with the problem and the variety of difficulties they face in English. Students feel more comfortable expressing their respective difficulties, without any shame with their other friends. This is because each student also does the same thing.

From various descriptions of the results of learning English, it can be explained that the use of Problem Based Learning in the process of learning English for PGSD students greatly helps students to recognize their strengths and weaknesses in English. The application of Problem Based Learning has also succeeded in making students more aware of the importance of identifying problems and finding alternative solutions to problems that they can implement for each of them.

CONCLUSION

From the results of the research described in the previous chapter, it can be concluded that the process and results of learning English using Problem Based Learning can improve the English language skills of the Students of the Primary School Teacher Education Study Program (PGSD) of the Muhammadiyah University of Jakarta. Learning that takes place with PBL becomes more active and makes students happy to follow the learning process. In

the learning process, students look more enthusiastic in following each explanation given. While on the learning outcomes, it shows that students' English skills can increase compared to before using Problem Based Learning. With the use of English learning using Problem Based Learning can be used by lecturers of English courses for Primary School Teacher Education Study Programs.

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