

Problem-Based Learning Model Applied: Enhancing The First Grade Students' English Achievement At Muhammadiyah Islamic School Kota Ternate

Adi F. Mahmud, Taslim Buaja, Safia A. Noh

Abstract: Choice, a model of teaching to apply in the classroom, has a significant role in helping successful student achievement. Model of education gives the most significant contribution. This research aims to investigate two main questions (1) how PBL is applied in teaching English in the classroom? And (does PBL enhances the first-grade students' English achievements?. Classroom Action Research (CAR) use to collect and analyze research data, and then this research happens only one cycle. First-grade students at Muhammadiyah Islamic school involve as the subject. They are 20 students. Data collection by using two techniques such as *test* and *observation*. Data finding from analysis through descriptive statistic and descriptive qualitative applied to presented observation result findings from observation and test indicated that students in each group participate well in asking questions, answering the question from other groups and teacher, and doing each instruction for teaching and learning activities take place. The students in each group could manage their group well during teaching and learning process take place. Students did not make a noise and disturb each other. The testing findings showed the effect of PBL on students learning achievement appeared variously. Twenty-five students were testing score significant improvement. The lower scores of students testing were = 76 (one student), and the higher score was = 81 (one student). Moreover, the overall the results of students testing score reach over = 75. It was higher than English subject KKM at that school. It indicated that there was the statistical improvement of the impact of PBL model applied in teaching English at first-grade students of Muhammadiyah Islamic School Kota Ternate.

Index Terms: Teachings models, the English student, senior high school.

1 INTRODUCTION

The issues of the quality of learning achievement in all level of education still discussed by many experts, including what factors influence it. Learning outcome can be intervened by several factors such as the government's policies, school facilities, and teachers' qualities. Teachers' qualities mean, how a teacher designs were teaching and learning proses (plan, process, evaluation and flow up). How teacher prepares him/herself before coming to class such as teacher choices a teaching approach, model, or method to apply in the classroom. Decision, a model of teaching to use in the classroom, has a significant role in helping successful students achievement. Model of teaching gives the most significant contribution. Perfect education collaborated with each appropriate teaching model to particular teaching goals. Teaching models are instead as tools that designed to help teachers to make their instruction systematically and efficiently [1]. Moreover, Elmore in Barry (2010:2) [2] stated that to enhance the student learning, we do not change the structure, but we reverse the instructional practices of teachers. It emphasizes that teaching model which used by a teacher contribute positively toward students learning achievement in the classroom.

Therefore, using innovative teaching model to apply in the classroom is the crucial part for the teacher. It is like Problem Based Learning (PBL). PBL is one of innovative teaching model has helped to improve learning skill for a long time [3]. PBL is a teaching model which increase the pedagogical outcome such of the students as the skill of self-directed learning [4]. On the other hand, PBL is the student-centered approach that gives the most significant contribution to students learning achievement. Lee, Mann, & Frank, (2010) [5] stated that PLB could encourage the students to initiative for knowledge. PBL enables the student to be active in participating in solving the problems, answering questions, cooperating in the learning process, working for the team on problems or projects, and more responsibility for studying [6]. From the above statements, it can be presented that PBL is one of the innovative teaching models which useful to enhance the students learning achievement. Not only teaching results but also training the students to be responsible for solving the learning problem. Therefore, this study attempts to apply PBL in teaching English at Muhammadiyah Islamic school Kota Ternate. It is a suitable school to implement PBL. This school located in the middle of Ternate city. But, it is only one English teacher who teaches all English classes (first class to third). Therefore, the English teacher mostly no time to design or use innovative teaching model because she must handle many courses. So, there are two questions guided in doing this study[1) how to apply PBL in the classroom through video? 2) does PBL through video enhance the first-grade student's English achievement?

2 RESEARCH METHODOLOGY

This research applied Classroom Action Research (CAR). It is implemented in the cycle process that consists of four steps. They are; planning, implementation, observation, and reflection. These steps are described as seen in Figure 1.

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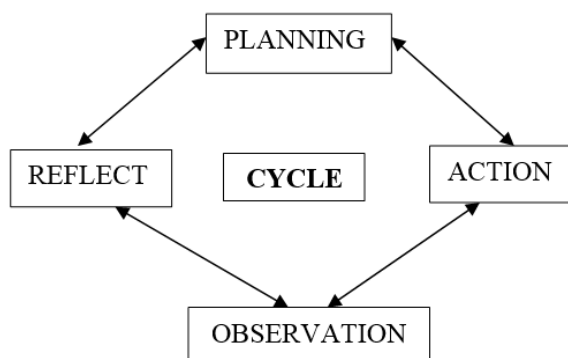


Figure 1. The methods of research

The first-grade students of Muhammadiyah Islamic School participated as subjects of this research. They consisted of 20. Research data were taken through observation and test. Then, data were analyzed by using the descriptive statistic (data from the test) and data observation are preset by qualitative descriptive.

3 FINDINGS AND DISCUSSION

Findings

The research attempted to answer two questions: How to apply PBL in the classroom through video? And Does PBL through video enhance the first-grade student's English achievement?

1. How to apply PBL in the classroom

PBL is one of student-centred approach used in teaching and learning in the classroom with the following steps. The Students are grouped about 8 - 10, each group is assigned to play the role of a teacher or facilitator as the students work through a problem. Complex, real-world problems are used to motivate students to identify and research the concepts and principles they need to know to work through those problems. Students work in small learning teams, bringing together collective skills at acquiring, communicating, and integrated information. In PBL curriculum the problem scenarios serve as the central component, a set of problem situations that equip students to become independent inquirers, who see learning and epistemology as flexible entities and perceive that there are also other valid ways of seeing things besides their perspective. Moreover, the researchers apply PBL in the teaching English to the first grade students at Muhammadiyah Islamic School with the sequences of PBL in the classroom are namely; 1) Engagement (a) preparing the role of being self-directed problem solvers who collaborate with others, (b) encountering a situation that invites students to find problems, and (c) searching for the nature of the problem while proposing hunches, action plans, etc. 2) Inquiry & Investigation (a) to explore a variety of ways of explaining events and implications of each, and (b) to gather and sharing information. 3) Performance: the findings are presented, 4) Debriefing (a) examining the costs and benefits of the solutions generated and (b) reflecting on the effectiveness of the whole approach to problem-solving they have used.

2. Does PBL approach enhance the first-grade student's English achievement?

Observation results (5 times)

Based on the observation results which have done during five times in the classroom, it showed that in the first meeting when PBL applied, the students look like confusing a little bit. It is caused that in the first time PBL was implemented in the classroom. However, the results appeared when teaching and learning the process by using PBL the second meeting two five meeting, and all students were active and enthusiastic to join the English class. Each student in the group brought him to her problems based on instructional materials. Moreover, the students in each group participate well in asking questions, answering the question from other groups and teacher, and doing each instruction for teaching and learning activities take place. Besides, the students in each group could manage their group well during teaching and learning process take place. It showed that the students did not make a noise and disturb each other. On the other hand, all students seriously join every English class by applying PBL.

Test results

This research only did one cycle process. Testing did one time after teaching and learning took place for five meetings. The effect of the test presented as Table 1. Based on the score of the test showed the effect of PBL toward students learning achievement appeared variously. Twenty-five students were testing score significant improvement. The lower scores of students testing were = 76 (one student), and the higher score was = 81 (one student). Moreover, the overall the results of students testing score reach over = 75. It was higher than English subject KKM at that school. It indicated that there was the statistical improvement of the impact of PBL model applied in teaching English at first-grade students of Muhammadiyah Islamic School Kota Ternate. Besides, the average of students testing score explored through graphic as seen in Figure 2.

Table 1.1. students' test results

Respondent	Score
1	77
2	80
3	80
4	77
5	77
6	78
7	77
8	80
9	80
10	78
11	76
12	80
13	78
14	81
15	78
16	77
17	77
18	77
19	77
20	80
TOTAL	= 1565

From the graphic of students' English score above it indicated that the average students score of testing was = 78, 25. It

means students got successful in learning achievement. KKM standard of English subject at Muhammadiyah Islamic School Kota Ternate was = 75 while students average score achieved more than 75.

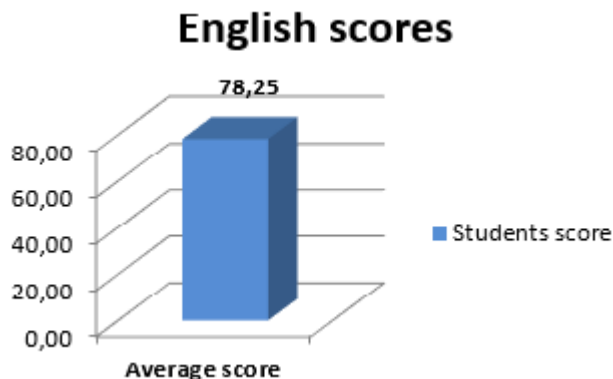


Figure 2. Students English score average

Discussion

The impact of Problem Based Learning Model (PBL) in observation and testing appear that PBL contributed positive impact toward teaching English to the first-grade students of Muhammadiyah Islamic school Kota Ternate. Observation results present that the atmosphere of teaching and learning took place participative. The students in each group participate well in asking questions, answering the question from other groups and teacher, and doing each instruction for teaching and learning activities take place. Also, the students in each group could manage their group well during teaching and learning process take place. Moreover, the testing score indicated that students' learning significant improvement. Overall, the students score in test reach over than 76 (Table 1). While the average score of students in testing was = 78,25 (Table 2). On the other word, students reach the average score over then KKM standard of English Subject. PBL impact of students achievement following Lee, Mann, & Frank, (2010). They stated PLB could encourage the students to initiative for knowledge. PBL enables the student to be active in participating in solving the problems, answering questions, cooperating in the learning process, working team on problems or projects, and more responsibility for studying [6].

5 CONCLUSIONS

From Findings and discussion, it can be concluded that (1) PBL model applied gave the positive contribution to teaching English at first-grade students at Muhammadiyah Islamic School Kota Ternate, (2) PBL model applied proved significant successfully toward students' English learning achievement.

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