



## THE EFFECT OF PROBLEM BASED LEARNING MODEL IN ENGLISH LESSONS IN CLASS VII MTS BUSTANUL ULMUM

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### ABSTRACT

This study aims to measure the effectiveness of the Problem Based Learning (PBL) model in improving student learning outcomes in English subjects in grade VII MTs Bustanul Ulum. The research design used a quantitative pre-experimental approach involving 20 students as samples. Data were collected through pre-tests and post-tests. They were given before and after the implementation of PBL for six meetings. The results showed a significant increase in student learning outcomes, with an average pre-test score of 62 increasing to 82 in the post-test. Statistical analysis using the t-test showed a statistically significant difference, confirming the effectiveness of PBL in improving student learning outcomes. The implementation of PBL actively involved students in the learning process through solving real problems that were relevant to their lives. Group discussion activities, independent investigations, and solution presentations provided students with meaningful learning experiences and improved critical thinking and collaboration skills. In addition, PBL also succeeded in increasing student motivation towards learning English by creating an interesting and relevant learning atmosphere. This study concludes that PBL is an effective and innovative learning method to improve student learning outcomes and motivation. The implications of this research provide recommendations for teachers to adopt PBL in learning to create more meaningful and relevant learning experiences.

*Keywords:* : Problem Based Learning, Teaching English, Mts

### A. INTRODUCTION

English learning at the Madrasah Tsanawiyah (MTs) level has an important role in preparing students to face the challenges of the globalization era. English not only functions as a means of international communication, but also as a gateway to access various sources of knowledge that are mostly available in that language. However, in practice, English learning often faces challenges, especially in class VII MTs Bustanul Ulum. One of the main problems faced is the low interest of students in learning English. Students tend to be less motivated to learn, find it difficult to understand the material, and often consider English as a boring and difficult subject. The lack of student interest in English lessons can be caused by various factors, such as less interesting teaching approach, lack of student involvement in the learning process, and lack of



relevance of the material to their daily lives (Sutika et al. 2023). At MTs Bustanul Ulum, traditional teacher-centered teaching methods are still often used, where students only become passive listeners without much interaction with the material or their classmates. As a result, students do not feel emotionally and cognitively involved in the learning process, so their motivation to learn English is low.

In this context, a learning approach is needed that can increase student interest, actively involve them in the learning process, and help them understand the relevance of the material to everyday life. According to Kusumatuty et al (2018), one of learning model that is considered effective in overcoming this problem is Problem Based Learning (PBL). PBL is a student-centered learning model, where students are invited to learn through solving real problems that are relevant to their context. This model is designed to increase student engagement, develop critical thinking skills, and encourage meaningful learning.

Problem Based Learning has several characteristics that distinguish it from traditional learning approaches (Bawamenewi et al. 2024). First, PBL focuses on problems as the starting point of learning. Students are given complex and challenging problems, which encourage them to find solutions through exploration, discussion, and collaboration. In this process, students not only learn about relevant material, but also develop critical thinking and problem-solving skills. Second, PBL encourages students to learn independently and take responsibility for their own learning process. The teacher acts as a facilitator who guides students in finding the information they need and helps them evaluate the solutions they find.

The constructivist learning theory that underlies PBL emphasizes that effective learning occurs when students actively construct their own knowledge through direct experience and interaction with the environment. In the context of English language learning, PBL provides students with opportunities to use language as a means of communication in authentic situations. For example, students can be asked to solve problems related to everyday life, such as making travel plans, making shopping lists, or designing environmental campaigns in English. Such activities not only make learning more interesting, but also help students understand how English can be used in real life.



The advantages of PBL in increasing student interest and engagement have been supported by various studies. According to Barrows (1996), PBL is able to create an active learning environment, where students feel more motivated to learn because they feel they have control over their learning process. In addition, PBL also helps students develop collaboration, communication, and time management skills, which are very important for their future success. In the context of English language learning, PBL provides students with the opportunity to practice using language in authentic situations, so that they feel more confident and motivated to learn.

PBL also has the advantage of helping students understand the material more deeply. In traditional learning, students often just memorize facts or concepts without really understanding them. In contrast, in PBL, students are invited to explore information, analyze data, and connect the concepts they learn with the problems they face. This process helps students build a deeper and more meaningful understanding of the learning material. In English learning, for example, students not only learn vocabulary or grammar, but also understand how to use the language to convey ideas or solve problems. At MTs Bustanul.

## **B. METHOD**

This study uses a quantitative approach with a pre-experimental design to measure the effectiveness of the Problem Based Learning (PBL) model in English learning in class VII MTs Bustanul Ulum. This design was chosen because it provides an opportunity to evaluate the impact of PBL implementation on student learning outcomes by comparing pre-test and post-test scores. The study involved 20 students as a sample randomly selected from the population of class VII. The research process was carried out for six meetings including a pre-test, PBL implementation in four meetings, and a post-test.

In the first meeting, a pre-test was given to students to measure their initial abilities in English material, including vocabulary, grammar, and comprehension of simple texts. This pre-test was designed to obtain an overview of students' initial knowledge levels before being given



treatment using the PBL model. After that, the treatment was carried out in four meetings by implementing PBL syntax that actively involved students in the problem-solving process. This learning process provides students with the opportunity to work in groups, discuss, and solve problems given by the teacher. In the sixth meeting, a post-test was given to measure the improvement in student learning outcomes after participating in PBL-based learning. The post-test questions were designed with a level of difficulty equivalent to the pre-test to ensure the accuracy of the comparison of results.

### **1. Research stages**

In the first meeting, the teacher explained the purpose of the research and the learning procedures that would be carried out. Students were asked to take a pre-test to measure their initial English skills. This test included questions designed according to the basic competencies of grade VII, such as recognizing common vocabulary, understanding simple sentence structures, and answering questions related to the content of the text. The results of the pre-test became the basic data to evaluate the extent to which PBL learning could improve students' abilities.

In the second meeting, the teacher introduced the concept of Problem Based Learning to students. The teacher explained that PBL is a learning method that begins by providing real problems that are relevant to students' lives. For this meeting, the teacher gave an initial problem in the form of an assignment to design a travel itinerary in English. Students were grouped and asked to identify existing problems, formulate questions, and determine steps to solve the problem collaboratively. The teacher acted as a facilitator who guided students during the learning process.

In the third meeting, students continued group discussions to collect relevant information from various sources, such as books, dictionaries, or the internet. Each group formulated an initial solution based on the data they found. The teacher provided feedback on the students' work process, ensuring that each group could understand the problem well and formulate a logical solution. In the fourth meeting, students presented the solutions they had prepared in front of



the class. Each group was given the opportunity to present the results of their discussions, while other groups provided responses or questions. This discussion created an interactive learning atmosphere and encouraged students to think critically. The teacher guided the discussion to ensure that all students were actively involved in the learning process.

In the fifth meeting, the teacher gave new problems for students to solve, such as creating an environmental campaign in English. Students applied the PBL steps they had learned previously to solve this problem. The learning process ended with a joint reflection, where students and teachers evaluated the learning process that had taken place. This reflection aims to identify successes and challenges in learning, so that students can understand their strengths and weaknesses.

In the sixth meeting, a post-test was given to students to measure their learning outcomes after participating in PBL-based learning. The post-test questions covered the same material as the pre-test to ensure the validity of the results. The teacher compared the results of the pre-test and post-test to evaluate the improvement in students' abilities after the treatment. The data obtained were analyzed quantitatively using descriptive statistics to calculate the average score of students before and after the treatment. In addition, the t-test was used to determine the significance of the differences in the results of the pre-test and post-test.

## **2. Syntax of Problem Based Learning in Treatment**

The Problem Based Learning model applied in this study follows five main syntaxes (Lailatun Nur Kamalia Siregar et al. 2023). There are :

1. **Problem Orientation:** The teacher provides real problems that are relevant to students' lives to start learning. Examples are assignments to design a travel plan or create an environmental campaign. This problem is designed to challenge students and encourage them to think critically.
2. **Organization for Learning:** Students are grouped and asked to formulate important questions related to the given problem. The teacher helps students understand the problem and plan steps to solve it systematically.
3. **Independent Investigation:** Students search for information from various sources, such as books, dictionaries, or the internet, to answer the questions that have been



formulated. This process is carried out independently or in groups, so that students learn to work collaboratively.

4. **Solution Development and Presentation:** Students formulate solutions based on the information that has been collected and present them in front of the class. This presentation allows students to practice their communication skills while receiving input from teachers and classmates.
5. **Reflection:** Students and teachers together reflect on the learning process to evaluate what has been learned and how the problem was solved. This reflection also aims to identify areas that need improvement in learning.

### **3. Data Analysis**

The pre-test and post-test data were analyzed using descriptive statistics to calculate the average value before and after treatment. Furthermore, the t-test was used to determine the significance of the difference between the pre-test and post-test results, so that it can be concluded the effectiveness of the implementation of PBL in improving students' English learning outcomes. The results of this analysis are expected to provide empirical evidence of the benefits of the Problem Based Learning model in improving student motivation and learning outcomes in class VII MTs Bustanul Ulum, as well as being a reference for teachers to adopt a more innovative learning approach.

### **C. FINDINGS AND DISCUSSION**

This study aims to measure the effectiveness of the Problem Based Learning (PBL) model in improving the learning outcomes of grade VII students of MTs Bustanul Ulum in English lessons. The results of the study were obtained through analysis of pre-test and post-test data given before and after the implementation of the PBL model. This study involved 20 students as samples, with results showing a significant increase in students' learning abilities after participating in PBL-based learning.

Initial data obtained from the pre-test showed that most students had low abilities in understanding vocabulary, grammar, and simple text comprehension. Of the total 20 students, the average pre-test score was 62, with the highest score of 75 and the lowest score of 50. These results indicate that before the treatment, students had limited initial abilities, which became the basis for evaluating the effectiveness of the PBL model in this study.



During four meetings, the PBL model was implemented by giving students real problems that were relevant to their lives, such as designing a travel plan and creating an environmental campaign in English. These activities encouraged students to work in groups, discuss, and search for information independently. This interactive learning process provided students with meaningful learning experiences and helped them understand English concepts better. The teacher acted as a facilitator who provided direction and feedback during the learning process. Students showed a positive response to the PBL model. They looked more enthusiastic in participating in learning and were actively involved in group discussions. This result is in line with (Simanungkalit et al. 2019). This shows that PBL has succeeded in increasing student engagement in learning, which is one of the important indicators of the success of this method. In addition, the presentation activity carried out at the fourth meeting helped students improve their communication skills in English.

After the implementation of the PBL model, a post-test was given to students to measure the improvement of their learning outcomes. The average score of the post-test was 82, with the highest score reaching 95 and the lowest score of 70. This result shows a significant improvement compared to the average score of the pre-test. Comparison of pre-test and post-test scores shows that all students experienced an increase in scores, with an average increase of 20 points. This increase in learning outcomes shows that the PBL model is effective in helping students understand English material better. Students are not only able to memorize vocabulary and understand grammar but can also use English to solve problems that are relevant to their lives. This improvement also reflects the success of the PBL model in encouraging students to think critically, work together, and learn independently.

Statistical analysis using t-test showed that the difference between the pre-test and post-test results was statistically significant ( $p < 0.05$ ). This result confirms that the improvement that occurred was not just a coincidence, but the result of the treatment given. Thus, it can be concluded that the implementation of the PBL model has a significant positive impact on student learning outcomes. In addition to improve learning outcomes, this study also noted changes in students' attitudes and motivations towards learning English. Students who were initially less motivated and passive became more enthusiastic and actively involved in learning.



They felt that the problems given were relevant to their lives, so that learning became more interesting and meaningful.

The results of this study indicate that the PBL model is an effective method to improve learning outcomes and student motivation in learning English. PBL not only helps students understand the material in depth, but also provides them with important skills, such as critical thinking, collaboration, and communication. With these results, teachers are expected to consider implementing the PBL model as an alternative in learning English, especially for materials that require in-depth understanding and active student involvement. Overall, this study provides empirical evidence of the benefits of the Problem Based Learning model in learning English at MTs Bustanul Ulum. With adequate support from teachers and schools, PBL can be an effective learning method to improve the quality of education and prepare students to face future challenges.

The results of this study indicate that the application of the Problem Based Learning (PBL) model has a significant impact on the learning outcomes of class VII students of MTs Bustanul Ulum in English lessons. This results in line with (Astuti et al. 2023). The result almost same with this. The increase in the average score from 62 in the pre-test to 82 in the post-test reflects the success of the application of PBL in helping students understand English material better. In addition, statistical analysis using the t-test showed a statistically significant difference between the pre-test and post-test results, thus providing empirical evidence that PBL is effective in improving student learning outcomes.

The success of PBL in this study can be explained through its student-centered learning approach. PBL provides students with the opportunity to learn through solving real problems that are relevant to their lives, such as designing travel plans and creating environmental campaigns. This activity not only encourages students to think critically and creatively but also actively involves them in the learning process. This is different from traditional learning methods that tend to be teacher-centered, where students often only become passive listeners. In PBL, students play an active role in formulating questions, seeking information, and formulating solutions, so that learning becomes more meaningful and interesting for them.



The increase in student motivation during the implementation of PBL is also an important factor that supports the success of this method. During the four treatment meetings, students showed high enthusiasm in participating in learning. They were actively involved in group discussions, sharing ideas, and working together to solve the problems given. This interaction not only improved students' understanding of the material, but also helped them develop social skills, such as working together and communicating effectively. The presentation activity carried out at the fourth meeting, for example, gave students the opportunity to practice their English speaking skills, which are one of the important skills in language learning.

According to Dastgeer and Tanveer Afzal ( 2015), another advantage of PBL is its ability to integrate various skills and concepts in one learning activity. In the task of designing a travel plan, for example, students not only learn vocabulary and grammar, but also understand how to use English in a real context. This activity helps students connect the material they learn in class with their daily lives, so that they feel that learning English is relevant and useful. This relevance is one of the main reasons why students are more motivated to learn during the implementation of PBL.

Although the results of this study indicate the success of PBL, there are several factors that need to be considered to improve the effectiveness of the implementation of this method in the future. One of the challenges faced is the difference in students' ability levels in understanding the material and participating in group discussions. Teachers need to pay special attention to students who have lower learning abilities so that they are not left behind during the learning process. In addition, teachers also need to ensure that each student has an equal opportunity to contribute to the group, so that learning becomes more inclusive and fair.

In addition, the success of PBL also depends heavily on the role of the teacher as a facilitator. Teachers need to have the skills to design relevant and challenging problems, and be able to guide students in the problem-solving process without giving too many direct answers. In this study, teachers successfully created a supportive learning atmosphere, where students felt comfortable sharing ideas and learning from their mistakes. However, to improve the quality of learning, further training for teachers on facilitation strategies in PBL is highly recommended.



This study also shows the importance of reflection in PBL-based learning. Reflection conducted at the fifth meeting helped students and teachers evaluate the learning process that had taken place. Through reflection, students can realize the successes and challenges they face, while teachers can identify areas that need improvement. This reflection also provides an opportunity for students to explore more critical thinking and improve their learning strategies in the future.

The success of PBL in improving student learning outcomes is also supported by the theory of constructivism, which emphasizes that effective learning occurs when students actively construct their own knowledge through direct experience and interaction with the environment. In this study, students not only receive information passively, but also engage in an active and collaborative learning process. Activities such as group discussions, independent investigations, and solution presentations provide students with opportunities to test their understanding, receive feedback, and correct their mistakes.

In addition, the use of PBL also helps students develop higher-order thinking skills, such as analysis, synthesis, and evaluation (Rosyidin et.al 2022). In the tasks given, students are invited to analyze problems, integrate information from various sources, and evaluate the solutions they find. These skills are not only useful for learning English, but are also relevant to various other fields in the future. Thus, PBL provides students with a strong foundation to face real-world challenges.

Overall, the results of this study confirm that the Problem Based Learning model is an effective method to improve student learning outcomes and motivation in learning English. The advantages of PBL in creating active, relevant, and meaningful learning make it one of the best alternatives to replace less effective traditional learning methods. However, to maximize the potential of PBL, support from teachers, schools, and students themselves is needed. Teachers need to continue to develop their skills in designing and implementing PBL, while schools need to provide supporting facilities, such as access to adequate learning resources. Students also need to be encouraged to continue to participate actively and take responsibility for their own learning.



This study provides an important contribution to the development of learning strategies at MTs Bustanul Ulum and other educational institutions. By implementing PBL, it is hoped that students will not only be able to improve their learning outcomes, but also develop the skills needed to succeed in the future. The success of PBL in this study is evidence that innovative learning methods can bring positive changes in education, especially in creating more interesting and effective learning.

#### **D. CONCLUSION**

This study aims to measure the effectiveness of the Problem Based Learning (PBL) model in improving the learning outcomes of grade VII students of MTs Bustanul Ulum in English subjects. Based on the results of the study, it can be concluded that the implementation of PBL has a significant impact on improving students' ability to understand English material, as indicated by the difference in the average pre-test and post-test scores. The average pre-test score of 62 increased to 82 in the post-test, with statistical analysis of the t-test showing a statistically significant difference. These findings indicate that PBL is an effective learning method to improve student learning outcomes.

The success of PBL in this study is supported by its student-centered approach. PBL provides opportunities for students to learn through solving problems that are relevant to their lives. Learning activities involving group discussions, independent investigations, and presentations of solutions provide students with active, collaborative, and meaningful learning experiences. This process helps students understand the material better, improves critical thinking skills, and builds their confidence in using English. Problem-based learning also provides students with the opportunity to develop social skills, such as working together and communicating effectively, which are essential for their future success.

PBL is also effective in increasing students' motivation towards learning English. In this study, students showed high enthusiasm during learning, as seen from their involvement in group discussions and presentation activities. Problems that are relevant to their lives, such as designing travel plans or creating environmental campaigns, make students feel that learning



English is not only useful but also fun. The relevance of the material to real life helps students understand the importance of English, so they are more motivated to learn.

However, this study also revealed several challenges in implementing PBL. One of the main challenges is the difference in students' ability levels in participating and understanding the material. Teachers need to pay special attention to students who have lower learning abilities so that they can follow the learning process well. In addition, the success of PBL depends heavily on the role of the teacher as a facilitator. Teachers need to have the skills to design relevant and challenging problems, and be able to guide students in the problem-solving process without providing direct answers. Therefore, training for teachers on facilitation strategies in PBL is highly recommended to increase the effectiveness of implementing this method.

Reflection carried out at the end of learning is also one of the keys to the success of PBL. Reflection provides an opportunity for students to evaluate what they have learned, identify challenges they face, and plan strategies to improve their learning in the future. For teachers, reflection helps them evaluate the success of learning and design improvements for the next learning. Thus, reflection not only helps students understand the learning process but also improves the overall quality of learning.

This study provides an important contribution to the development of English learning strategies at MTs Bustanul Ulum. The results of the study indicate that PBL is not only effective in improving student learning outcomes but also helps them develop important skills for future success. By providing relevant, active, and meaningful learning experiences, PBL helps students understand the material in depth and increases their motivation to learn.

Overall, this study shows that the Problem Based Learning model is an innovative and effective learning method to improve student learning outcomes in English learning. However, to maximize the effectiveness of PBL, support is needed from teachers, students, and schools. Teachers need to continue to develop their skills in designing and implementing PBL, while schools need to provide supporting facilities, such as access to adequate learning resources. Students also need to be encouraged to continue to participate actively and take responsibility



for their own learning. With the right support, PBL can be one of the most effective learning methods to create better and more relevant education in the modern era.

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